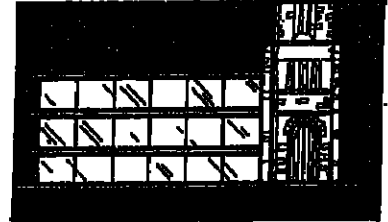


From worthy clerks to the New Right: Paul Flather visits PETERHOUSE and examines the Cambridge college's role as a stronghold of high church values and sceptical conservative thinking (page 10)



Sorting the paper mountain: John O'Leary examines the National Advisory Body's side of the GREAT DEBATE and its implications for the future of public sector education and for the continuation of the binary line (page 11)

If the past was tense, the future is still imperfect. Anthony Sutcliffe suggests that ACADEMIC HISTORIANS can do more to protect their own professional interests by taking the initiative rather than by the siege mentality of "defence" of their subject (page 13)

A very parfit Christian humanist: Derek Brewer recalls the life and career of C. S. LEWIS, his old tutor and one of England's most characteristic scholars (page 15)

"The craving to believe is very strong; but it surely ought to be resisted." John Dunn reviews RALPH MILIBAND's sceptical political essays *Class Power and State Power* (page 17)

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Peter Clarke reviews Peter Gay's *The Bourgeois Experience*
Philosophy books



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The fetish of tenure

Tenure is fast becoming a fetish. Certainly it ceased long ago to be the object of rational argument about how existing contracts of academic employment stimulate or inhibit the successful development of the universities. For both the Department of Education and Science and the Association of University Teachers, with the vice chancellors in rather ambivalent support, tenure is now a "No surrender" issue as eloquent and emotive as the atavistic and myopic slogans of Protestant Ulster.

The AUT regards the defence of academic tenure as a standard condition of employment for university teachers as non-negotiable. To maintain its so far successful defence of tenure it has been prepared to turn a blind eye to the arm-twisting of reluctant teachers to "volunteer" for redundancy, the bullying of older staff to accept early retirement and the de-cimation of temporary and contracts posts to protect permanent jobs. At a different and more discreet level the vice chancellors have been prepared to connive at the erosion of conditions of employment for new academic staff provided that the inviolability of existing contracts is respected. So both sides in the universities, employees and employers alike, have been prepared to concede much of the substance of tenure in order to protect the principle.

With the Government it has been the other way round. Ministers so far have refused to accept the substantial and practical concessions on tenure that have been offered by the universities - by the AUT in terms of its actual response to the contraction of staff required by post-1981 restructuring, and by the vice chancellors in terms of their promises about the future personnel practices of their institutions. They want the universities to abandon, quite explicitly and presumably publicly, the principle of tenure itself as a normal condition for the employment of their teachers. In other words they will not be content with anything less than unconditional surrender.

The result is the present deadlock with the universities hoping against hope that the Government will become bored with the whole question of tenure and the Government as determined not to nod off and insisting that we need is some quiet and careful

"something" (although what remains obscure) must be done. The actual experience of the universities' contraction since 1981 suggests that it is the universities that are being reasonable, if naively hopeful, and the Government that is being unreasonable. Tenure has not stood in the way of universities shedding staff at a much more rapid rate than colleges and schools where teachers do not enjoy this allegedly exceptional job protection. It does not seem to have been an obstacle to universities adjusting to painful - and, of course, quite unnecessary - reality.

Nor is there any significant evidence that tenure will be a serious obstacle to future flexibility. No serious observer imagines that any sensible university management when it has new posts to fill will grant tenure with indiscriminate generosity. Clearly the proportion of university teachers, and especially researchers, on non-tenure contracts is going to grow. Particularly in the area of continuing education contract and visiting lecturers will become a substantial element in the teaching force.

Yet despite this clear evidence that the "breaking" of tenure is not only irrelevant in terms of the efficient administration of universities but might well be counter-productive because of the inevitable aggravation it would provoke, Mr Brooke on behalf of the Government seems determined not to back down. In his interview with *The Times* last week he made it clear that if the universities did not take effective action to reform (ie abolish) tenure the Government would have to consider extreme measures such as retrospective legislation to strip university teachers of the tenure they at present enjoy. No doubt this is tough talk that is deliberately designed to alarm. But it would probably be a mistake to imagine that the present Government would not dare to introduce such legislation or that the House of Commons, or Lords, would not pass it. If there has been no effective revolt against present plans to emasculate local democracy, there will certainly be no effective revolt to defend academic tenure.

Now can this deadlock be broken and such extremist action avoided? One rather optimistic view is that all we need is some quiet and careful

The Hague offensive

Change in Britain, or to put it more crudely "what's wrong with Britain" or to put it more crudely still "will no one rid me of this turbulent Scargilla", is to be the dominant theme of the Economic and Social Research Council's programme over the next three years. Its new chairman, Sir Douglas Hague, hopes that the ESRC can be persuaded to commit £2m to research around this theme. He believes that by making this commitment scientists can demonstrate their potential contribution to solving Britain's economic problems.

Not all social scientists will see Sir Douglas's initiative in such positive terms. His plan is bound to send a frisson through the social science community, especially those parts with a more critical and theoretical tradition. When the previous council chairman, Mr Michael Posner, pushed through his committee reorganization two years ago which led to the replacement of 13 separate subject committees by six multidisciplinary committees, there was already much concern about the assumption behind this change. This seemed to be that the intellectual agenda of the social sciences should be defined in terms of politically visible "problems", a kind of shot-gun marriage between Popperian and utilitarian thought.

The grumbling concern of two years ago is now likely to be translated into an active fear about the future direction of research in the social sciences as a result of the Hague initiative. Then the danger seemed to be that the research agenda would be reduced to a series of simplistic problems; today the danger is that these simplistic problems will be

collapsing into one extraordinarily naïve problem which has been formulated with more than a nod of deference to those political beliefs that have been crudely labelled "Thatcherism". Those sagacious and entrepreneurial "operators" who have been most successful in attracting research grants will probably not be dismayed by this new development. They no doubt will argue that the theme of change in Britain is so broad and imprecise that with arguable honesty almost any project can be included under this heading. This may be true. But, if it is, it is difficult to see the point of Sir Douglas's initiative; presumably he is hoping that it will lead to a reordering of research priorities not just to a rewriting of grant applications.

In any case, his interpretation may eventually prevail rather than the manipulative complacency of those who believe that they can adapt to each twist and turn of ESRC policy without seriously adapting their own research priorities. Of course a senior professor with an established reputation can hold his (or her) ground. But the message that the ESRC's "what's wrong with Britain" programme will send to the crowd of more junior researchers will be categorical and decisive. If persisted in Sir Douglas's initiative could lead to a substantial redirection of the social sciences in Britain.

The likely outcome would be a sharp reduction in the vitality of social science and a perhaps barely perceptible increase in our collective ability to cope with the pressures of change in modern Britain. In other words the costs would far outweigh the benefits.

The second difficulty is more fundamental. True social science, like all proper science, has as much to do with discovering and defining the problem as with providing the answer. Yet the view which Sir Douglas's project endorses is of social science in a subordinate and service role offering detailed answers to predefined problems. It is a recipe for intellectual sterility. It is only conceivable today because of the battering which social science has taken yesterday. Who could imagine a nuclear physicist at CERN, a biochemist at Cambridge or a historian at Oxford being prepared to accept that their science or scholarship should be within the straitjacket of "Change in Britain". Yet their actual contribution to change in a catholic sense is likely to be far greater.

Laurie Taylor



It was a lover and his lass, with hey, and a ho, and a hey nono... East Anglia... I love it... Nottingham... I love it not... York... I love it not... Excuse me, minister.

Just a moment, will you? There's only seven petals left. Stirling... I love it... Keele... I love it not... But minister, I don't think we're going to be able to close down a university after all.

What's that? We're not going to be able to do a university. Don't be absurd. There's going to be a fall in demand. Oh yes, Between the acres of the rye, with a hey, and a ho, and a hey nono. Aston... I love it... Sussex... I love it not... But minister, it looks as though demand is actually likely to increase throughout the rest of the century.

When birds do sing, hey ding, ding, ding... Minister! What's that? The demand is going to increase. Nonsense. We've got the figures from that chap at the DES - one we had all that fuss with when he insisted on having his own calculator. He got it wrong, minister.

Who says so? Another group of statisticians. Ignore them. They're a powerful group. Mention left-wing bias. They're the Royal Statistical Society.

No peace studies connexion? No, minister. North London Polytechnic? I'm afraid not. Mmmm... In springtime, in my pretty ringtime. Minister, what shall we do? Only one thing to do. Admin we were wrong. Really?

Oh yes. The only proper thing to do in the circumstances. And then add that as a result of the disagreement over the various projections we will be handing over all the figures to a properly constituted independent body which will then study them with enormous care and make recommendations based on criteria which will be kept absolutely secret.

And then? As usual. Just ring the UGC and tell them what to do. But wait a second. What for, minister? Brunel... I love it... Loughborough... I love it not...

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Industry-tailored science most likely to win cash

by Jon Turney
Science Correspondent

The Science and Engineering Research Council has given a clear signal that in future projects with an industrial slant will have the best chance of support, even in basic research.

At the same time the council's science board is trying to generate its own great debate among scientists about how the pattern of SERC grants can best fit the country's needs.

The board's "strategy for core science", published yesterday, marks an abrupt break with past practice. The board, the largest of four in the SERC, previously made awards in rough proportion to the number of applications received in each area. Now it has told the 12,000 research staff and students it supports that it must direct research more strongly.

Professor John Cadogan, chairman of the science board and research director of BP, explained that the board's case to the council for money was becoming hard to defend because it could not easily identify how and why more should be spent on the core sciences.

This was happening at the same time as a drastic fall in the percentage of top category "alpha" grants the board could support and as important new areas of research were emerging. So the board had asked each of its eight main committees to identify key research themes and comment on the balance of support between them.

Between them, science board committees spend £40m a year on research grants and postgraduate awards. The new approach is exemplified by the chemistry committee, the largest.

The committee has identified eight themes, including new methods of synthesis, drug chemistry, new materials,

surface science and energy conversion and storage. Of these, three areas - synthesis, catalysis and chemical sensors - have been singled out so far for special treatment.

All the themes identified have been picked as relevant to future economic development. The board's paper says: "It is not the science board's job or intent to support research specifically for industry, but it believes it must support core science in such a way that industry prospers."

The paper goes on to define four sectors of the economy which are strongly science-based: biotechnology, food and medicine, energy, materials and information. It is clear that research themes selected for special promotion will have to fall into one or more of these areas.

Professor Cadogan also emphasizes the importance of spotting fruitful areas for multidisciplinary research with industrial potential and the board has put in bids for work in such areas to the council this year. So far they include protein engineering, tailoring biological molecules to perform specific tasks, low dimensional structures - which could foster the next generation of microchips - and chemical sensors.

Professor Cadogan emphasizes that the pattern of selected themes will change as the board refines its strategy and that money will still be set aside for "blue skies" research by the best scientists in any discipline. The board wants scientists outside to offer ideas for new priorities.

"I hope to provoke, if not a 'great debate', at least some public discussion of the board's objective," Professor Cadogan writes. The implicit message of the core strategy papers is that if academic scientists want more cash they must cooperate with the board to develop a stronger case for new initiatives.

Two-fold threat to lecturers

by Ngao Crequer

As protests mounted this week against the Government's plans to legislate on tenure, there were two new threats to lecturers' employment.

At St Bartholomew's Hospital Medical College, two lecturers have been given notice of intent to make them redundant. And the Royal Holloway and Bedford Colleges, in London, have been told by the Privy Council that their draft merger Bill is unacceptable without a redundancy clause.

Bart's staff, whose case has been taken up by the Association of University Teachers, involves two members of pre-clinical staff with about 20 years' service each. According to the Association University Teachers the reason for the action is a college attempt to keep within pre-clinical guidelines. The union says these are guidelines only.

The Bedford/Holloway Bill goes to college councils at the end of this month and then to London University senate in the summer. But the colleges seem determined to maintain current tenure clauses.

Meanwhile Mr Robert Rhodes James, Conservative MP for Cambridge, and the party's liaison officer for higher education, said he would be trying to make the Government think again on its plans to legislate on tenure.

"I am still hoping this can be avoided. I agree with Sir Keith Joseph that tenure should not be given too early or too easily but I support the principle of tenure. I am disappointed the universities failed to pick up the hint they were given 18 months earlier," he said.

Vice chancellors discussed the letter last week and will give their preliminary views to Sir Keith next week. Mr Brian Taylor, secretary general of the Committee of Vice Chancellors and Principals, said the letter acknowledged the legal and procedural difficulties, and that changes should not threaten academic freedom. The letter was "an alternative and challenging way forward and the committee will be giving it urgent attention."

Mr Giles Radice, the Labour Party education spokesman said it was clear the Government's intention was to pave the way for redundancies and contraction in the higher education system.

The AUT has instructed Parliamentary agents and legal advisers to find out how commissioners have been used in the past, and what powers they have. They have sought undertakings that the Labour Party will reverse any legislation, and they are arranging an urgent meeting with the CVC.

Dr William Stephenson, president of the AUT, told its Manchester council that the decision to send commissioners into every university was bizarre and grotesque.

"Universities are even higher on the hit list than Liverpool City Council. It shows very clearly where the Government's priorities lie, that is, with the ideological prejudices of 'the way must be obeyed' rather than with any real concern for genuine educational issues."

He said the only reason for the proposals was a decision to mount a direct assault on the autonomy of universities and on academic freedom itself.

Sir Keith had intervened in the affairs of the Social Science Research Council, and would do so in the UGC. He had ordered inquiries into social sciences courses at the Open University and taken an obsessively detailed interest in history and peace studies.

Tenure plan, page 4

College revolt may thwart university pay acceptance

by David Jobbins

Vice chancellors are ready to make a firm 4.5 per cent offer to university academics but union negotiators are prepared to turn it down in expectation of a successful revolt by college lecturers against acceptance of an almost identical deal.

Plans for industrial action in both sectors have been drawn up by union leaders - to be triggered off if 4.5 per cent is unacceptable to their members.

The key decision will be made by the 14 regional councils of the main college lecturers' union, the National Association of Teachers in Further and Higher Education, tomorrow.

Even the most enthusiastic defenders of the provisional agreement - 4 per cent plus £330 for the 12,000 lecturers stuck at the top of the basic grade - expect close votes tomorrow and possible rejection at the special national council on Tuesday.

Details of the offer to university academics will be reported to the summer council of the Association of University Teachers in Manchester tonight.

It will decide whether its negotiators were right not to respond to an informal offer of a little over 4 per cent plus £230 for the 8,500 lecturers at the top of the lecturer scale when they resumed talks with the vice chancellors on Monday.

The AUT's executive yesterday dis-

cussed a programme of industrial action including walk-outs to attend mass meetings and joint action with other campus unions who have already embarked on industrial action including lightning strikes leading up to a half-day stoppage on May 31.

The Naffie executive plans include selective strikes if the decision goes against the deal reached before Easter when it seemed likely the school-teachers would be offered and would accept 4.5 per cent. It remains unclear what the verdict will be.

Opposition appears strongest in the three regions where executives have recommended acceptance - Inner and Outer London and the West Midlands. But it was also said to be largely hostile in East Anglia and North West regions.

But attendance at many meetings has been small and union leaders are to ask council delegates to think hard about the strength of support through out the membership as a whole before rejecting the deal and embarking on an inevitable confrontation not only with the local authorities but with ministers who regard 4.5 per cent as fair.

The Naffie national executive has still to endorse the deal struck by its negotiators. After postponing a vote two weeks ago, last weekend it voted to make no recommendation, although it endorsed the actions of the negotiators.

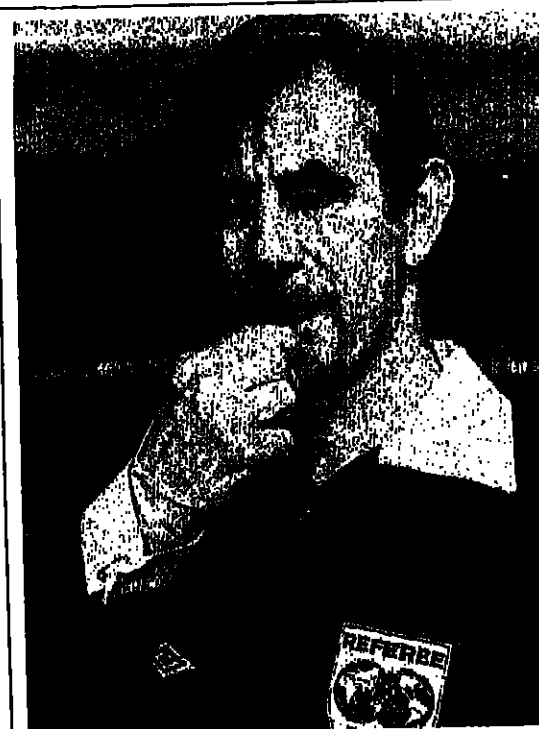
Robbins dies aged 85

Lord Robbins, chairman of the committee on higher education which produced the report that bears his name, died at his home in London on Tuesday evening aged 85.

Lord Robbins became professor of economics at the London School of Economics in 1929 and during the next 20 years established a formidable reputation as a classical economist.

However, he will be best remembered as chairman of the Robbins committee between 1961 and 1963 which so authoritatively underwrote the great expansion of British higher education.

Leader, back page



Mr John Hunting, Leicester Polytechnic senior lecturer, blows the whistle on the FA cup final and on his own refereeing career at Wembley tomorrow.

Mr Hunting, who has previously officiated in the FA Charity Shield and as a linesman in cup finals, is to referee the match between Everton and Watford.

Then he returns to the polytechnic's physical education and recreation centre, having reached the age of 48, when all Football League referees push away their red and yellow cards for ever.

Brooke defends adult policy

by Maggie Richards

A vehement defence of Government policy and spending on adult education was made this week by Mr Peter Brooke, minister for higher education.

In a speech to adult literacy delegates at a conference in London Mr Brooke rounded on critics and invited a closer inspection of the Government's record on adult education.

"They say we are strangling the adult education bodies we fund. They say we are bringing about a service which only the rich can benefit from. They say we are concentrating on the vocational to the exclusion of liberal studies."

The critics will not tell you that the department's total adult education budget is planned to rise from £12m in 1983-84 to £15.8m in 1985-86, an increase of 22 1/2 per cent. In the five academic years since this government came to power, grants to the Workers Educational Association, for example, doubled whereas the retail price index for that period rose by less than 50 per cent. If this is strangulation the

word must be taking on a whole new meaning.

"For the future we are reining back a little on grants to the association and extramural departments - but in a way which should protect the level of activity, provided organizers adopt a creative and constructive approach to the challenge."

"I cannot believe that the average family could not afford significantly more if they can be convinced that these classes are worth spending their money on. You know adult education is good value for money. I know it. They are already attending know it. Organizers have to convince many more people of the fact."

Mr Brooke denied the charge that the Government was favouring vocational education at the expense of the non vocational element. Professional updating had certainly been encouraged and would be further expanded to meet the needs of the economy and the individual. It would also be of incidental benefit to the educational providers.

Letters to the editor

Broadening the sixth form curriculum

Sir, - In your welcome comment (THES, May 4) on the new AS level proposals, you say "there is almost unparalleled agreement that sixth form courses should be broader and 'those in HE should do all in their power to facilitate a change that has been long overdue'".

Is it, in fact, in the power of any individual university or polytechnic to broaden the sixth form curriculum? Cambridge University thought not when it commented on an earlier proposal. In 1979, replying to the "N and P" plan, the Cambridge Reporter had this to say:

"Cambridge has from time to time tried to ensure some breadth of study by candidates for admission after O level - for example by the Use of English paper and the language paper in the old scholarship examination. The university gave up such attempts because they tended to discourage applicants from applying to Cambridge. The University concludes that no university in isolation could afford

to impose entrance requirements designed to encourage breadth of study in the sixth form. . . They would therefore have to be imposed by the Department of Education and Science."

The key phrase is "because they tended to discourage applicants". The northern universities dropped their Use of English paper after only two years in 1964 for exactly the same reason.

Christopher Ball has recently accepted the logic of this and called for "a central definition of matriculation" (to be framed by the Secretary of State) "as the only way to secure a proper general education in schools". In your summary of responses to the recent UGC questionnaire you quote UEA: "...any optional broadening would almost certainly fail. We favour a universal change in the sixth-form curriculum".

There would be nothing revolutionary about adopting such a central definition of matriculation require-

ments. We had such a definition until recently and it worked well. Memories are short.

The Leathes Committee was one of two powerful commissions set up in 1916 to define the sixth form curricula, in modern studies and sciences respectively. "that central government would be prepared to grant aid".

The definition of the matriculation that evolved after these committees reported to the Prime Minister in 1918 was based on a "group" pattern, ensuring reasonable breadth, and making widespread use of the "subsidiary" paper which counted half of a "principal" paper for matriculation. (It is interesting that over twice as many sixth formers took subsidiary French as took the main papers in 1949, the year in which the subsidiary was axed without explanation.)

Before 1949 it was extremely rare for any sixth formers to concentrate on only three subjects. Yet there were no suggestions that for a scientist to keep up French after O level, instead of

wasting five years hard work, would mean adding a further year on to the degree studies! Might I suggest a possible way forward that would learn from the past but not be inflexible: each university/polytechnic (or department) might remain free to determine conditions for entry to its own local applicants for grant aid from local authorities/Department of Education and Science for degree studies would have to satisfy the kind of national matriculation requirements that Christopher Ball and Cambridge University have advocated. This would leave each institution with the flexibility to meet exceptional cases (eg with scholarships) while ensuring a broader based education for most candidates and especially for those most at risk, namely those many sixth formers whose course is dictated by entrance requirements but who never reach university.

ERIC HAWKINS
Professor Emeritus,
York University.

Teacher review

Sir, - I refer to your article (May 11) concerning the NAB Advisory Body review of the right-wing Adam Smith Institute.

The National Association of Teachers in Further and Higher Education has consistently opposed the present exercise since it was commissioned by the committee NAB at the end of the previous year.

The time scale for the exercise is ludicrous. The initial process barely commenced by January, colleges have been selected by a hasty and unrepresentative process, and the committee in September will be asked to report on the exercise in the time scale imposed upon them.

What makes the time scale more absurd is the well-known fact that the next major review of education provision will come this autumn. In January 1985, the Advisory Committee for the NAB and Education of Teachers announce its recommendations, global figures for teacher supply training places and then the NAB presumably be considering in 1985 the allocation of places to various institutions - including all those now on the list for review. That review, we trust, will be carried out with care and consideration, certainly within a more realistic time scale.

When the NAB formally assumes responsibility for teacher education and the voluntary sector it was set up with the intention of planning teacher education in conjunction with higher education provision. In its planning exercise the NAB and ACSET were out of step; instead of bending their efforts to bring cycles into harmony the NAB chooses to insert an additional cycle of the "viability of institutions".

The last thing teacher education colleges have lacked in recent years is scrutiny. This present exercise is a conceived and ill-timed. The NAB can do us no better if it is to be discredited on a body supposedly committed to proper planning procedures. We hope the NAB committee will realize its error and agree to defer review until next year's exercise planning teacher education.

Yours,
CECIL ROBINSON
President National Association of Teachers in Further and Higher Education.

Standards row

Sir, - Your item "Australian breaks over standards" (THES, May 27) is misleading. In this respect, the NAB can do us no better if it is to be discredited on a body supposedly committed to proper planning procedures. We hope the NAB committee will realize its error and agree to defer review until next year's exercise planning teacher education.

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President National Association of Teachers in Further and Higher Education.

Standards row

Sir, - Your item "Australian breaks over standards" (THES, May 27) is misleading. In this respect, the NAB can do us no better if it is to be discredited on a body supposedly committed to proper planning procedures. We hope the NAB committee will realize its error and agree to defer review until next year's exercise planning teacher education.

Right-wing urges free market plan

by John O'Leary

Higher education should become entirely self-financing, with students taking out loans but to support themselves and to pay full-cost fees, says a report published this week by the right-wing Adam Smith Institute.

The institute's Omega report on education policy acknowledges that neither loans nor the withdrawal of state subsidies would command public support for the moment. It proposes instead a gradualist approach while attitudes change.

This would involve the introduction of student fee certificates (equivalent to vouchers) to make higher education institutions subject to direct market forces. Fees might be pitched at roughly their present levels at first and raised by stages over a period of years.

Certificates would be allocated by the Department of Education and Science until the time was right to place the burden on the student. The involvement of local authorities in the system would be ended.

This approach, according to the report, would produce almost imperceptible change initially, but consumer pressure would build up as time went on. Some institutions would flourish as they made better use of their assets and attracted both students and outside investment.

"On the other hand, some may fail to attract sufficient students and sufficient funding to stay afloat," says the report. "But the closure of such an

institution would at least be a reflection of student demand and management strength or weakness, rather than a sign of bureaucratic decision."

Reform is needed, according to the report, because higher education was overextended after the Robbins report of 1963 and has ceased to be subject to market pressures. Universities are aiming to please the University Grants Committee, rather than serving national needs or the desires of the student population.

The introduction of fee certificates, it is claimed, would herald a new era of reduced bureaucracy, greater choice and improved academic standards. The demise of the UGC is said to be implicit in the proposals and the gap left in the representation of university interests at national level could be bridged by the Committee of Vice Chancellors and Principals.

Both student loans and voluntary student union membership are supported by the institute. Its preferred loans scheme would involve the Government in providing 75 per cent of the backing necessary for loans, the banks taking the risk on the remainder. Savings of £650m per year are estimated.

At the same time, students would be encouraged to take part-time jobs. Many could be given manual or clerical work in their own institutions. The Omega Education Report, £5.80 from the Adam Smith Institute, Box 316, London SW1P 3DJ.

Collaboration warning from UGC

The University Grants Committee has sounded two warning notes on the growing collaboration between universities and industry.

The committee warns in its annual survey that the universities cannot provide a research service for industry on the cheap. Although they have given encouragement to the collaboration in the past, and accept the need for graduates equipped for technological and industrial development, the importance of industrially-oriented research, two points must be made.

"First, a balance must be maintained so that the development of industrially-oriented research is not at the expense of the more basic kind of investigation which is a proper province of the universities."

"Second, adequate funding, whether by Government or industry, is necessary both for specific research projects and for the research infrastructure of universities."

The UGC is also still concerned about resources available for the maintenance of buildings. They say that about £475m over the next five years would be necessary to ensure the continuing effective maintenance.

For the two years 1981/82 and 1982/83 the UGC has paid out £66m to reimburse compensation claims by academic and related staff. The cost of claims for non-academic staff in 1982/83 was £19m.

University Grants Committee Annual Survey - academic year 1982/83 Cmd. 9234. Price £4.50 net. Available from HMSO.

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Thatcher intervenes over cuts

The personal intervention of the Prime Minister has enabled the British Council to win a lengthy rearguard action against new cuts which would have threatened overseas representations and some higher education projects.

Appeals have been in progress since February, when the Government's expenditure White Paper set a budget for the council which made no allowance for inflation overseas, which is running on average well ahead of that in Britain. It also left the council to absorb a hefty rent increase on its London headquarters, which added £1.4m to its costs.

Subsequent calculations showed that overseas inflation had cost the council £2.6m in 1983/84. The Foreign Office appealed on the Treasury that half, pointing out that indications had been given that the budget would be protected from further cuts this year.

Mrs Thatcher was called in when the two departments could not agree and she decided this month that the whole £4m should be paid. The decision sets precedents which could have much greater repercussions on Government expenditure, both in terms of appeals after the release of spending plans and for other larger departments bearing overseas costs.

The Foreign Office itself is still waiting for a verdict on its own case and the Ministry of Defence could multiply the cost many times if it was compensated.

If the original budget had been confirmed, the council would have been faced with a cut of about 8 per cent after four years of planned reductions. Some overseas offices would have been at risk and further cuts would have fallen on programmes in Britain. Council officials are still pressing for guarantees that they will not be faced with the same position next year.

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Standards row

Poly directors decide to go it alone

by Karen Gold

Polytechnic directors and local education authorities are to part company over the funding of the Committee of Directors of Polytechnics secretariat.

The Council of Local Education Authorities had threatened to stop paying for the secretariat from this summer unless the CDP widened its membership to include heads of colleges of higher education. The ultimatum followed a war of attrition between the two bodies over widening the membership, polytechnic autonomy and local authority controls.

Now the CDP, after checking that its member polytechnics are prepared to find the £65,000 necessary, has written to the council saying it will not request CLEA funding it from July.

Reaction from CLEA to the CDP decision was mixed, with local authority members who also sit on polytechnic

governing bodies expressing concern that funds would be taken out of polytechnic budgets. Some polytechnics dragged their feet in agreeing to contribute the £22,500 a year each required, but all eventually agreed to join the South Bank Polytechnic's new admissions scheme. The polytechnic's finance and general purposes committee expressed strong concern "about the potential divisiveness of the scheme in separating recruitment of students to degree courses from recruitment to other courses" according to a letter sent by the polytechnic's director Dr John Beishon to CDP chairman Dr Harry Law.

Dr Beishon said there was very strong feeling in the polytechnic that the scheme would lead to polytechnics being identified only with universities. The polytechnic would take positive steps to ensure it still recruited non-traditional entrants, including possibly competitive advertising against other polytechnics.

Scottish colleges get new blood

By Olga Wojtas

Scottish Correspondent

The Scottish Education Department is launching a £500,000 "new blood" scheme for Scotland's seven colleges of education.

But the Association of Lecturers in Colleges of Education in Scotland has said it is dismayed and angered to discover that the SED wants to see the short lists for the posts.

The scheme was initiated by the college principals who have repeatedly argued that the colleges are suffering from imbalances in age and subject specialisms and have called for an end to the virtual ban on new recruitment.

The SED has agreed to fund 24 academic and eight non-academic posts on the lines of the university new blood appointments, with seven posts earmarked for primary education, seven for computer education and five for special education needs.

But Mr George Livingstone, the chairman of the ALCES, has written to Mr Allan Stewart, Scottish Office minister for industry and education, condemning the SED's requirement to see the shortlists, including applicants' ages, qualifications and experience.

"We are outrageously hostile to moves which effectively demean the status, the rights and the obligations of the colleges as institutions and the governors as responsible employers of lecturing staff," Mr Livingstone wrote.

"We must express our strong opposition to such moves which signify the increasing lodging of authority and control within an increasingly centralized bureaucracy."

An SED official said there was no cause for suspicion about the department's motives. The SED had to know how much the new staff were going to cost, and therefore needed information on applicants' ages for salary scales.

"We have no intention of interfering in the colleges' choice, but we feel it's important for our planning point of view to know what kind of people are being seen and whether they meet our criteria."

The ALCES has also warned that it opposes both short-term appointments and secondment to new blood posts. But it is understood that some colleges are already seeking talks with local authority directors of education on the possibility of seconding teachers.

Student inquiry

A full inquiry is to be held into alleged disruption at the National Organization of Labour Students conference in Hull last month.

The parent party's organizations committee decided on Monday to hold an inquiry into the chaos that ensued when Militant Tendency supporters clashed with the mainstream Left leadership. The conference was abandoned.

Surprised that suggestions about the future of individual colleges had been made before the New Voluntary Sector Consultative Council had been set up and was able to comment upon them.

Dr Kenneth Wilson, principal of Westminster College which was also on the list, said the NAB should not rule out a place for institutions which simply provided teacher education.

Lehder, back page

NF student gets final offer

National Front organizer and student Patrick Harrington was this week told to accept a final offer of separate tuition after talks between North London polytechnic and the Inner London Education Authority.

After seeking counsel's advice, the ILEA believes Mr Harrington can be offered to accept a timetable which offers equal provision to other students on his course. Provided the PNL students' union agreed to the package, it was to go to Mr Harrington before he was due to attend lectures yesterday. If he then

attended he would face disciplinary action.

The polytechnic authorities had identified three of the students photographed on the picket lines as ordered by the courts. Teaching staff reluctantly complied with a request from the polytechnic to examine the pictures but failed to identify anyone.

The talks were aimed at resolving the confrontation which began when students protested at Mr Harrington's presence on campus. They were accompanied by violent scenes as a camera was snatched (above) from a National Front News photographer.

Abolish Cambridge entrance exam, say head teachers

Most teachers now believe that the special entrance exam open to Cambridge undergraduate applicants should be completely abolished.

This has emerged from a questionnaire sent to all head teachers by a special working party of Cambridge colleges investigating possible reforms to the university admissions structure. A total of 4,530 forms were sent and 2,139 replies received.

The results show that 59 per cent of head teachers favoured the abolition of the examination so that all admissions would be based on public examinations (usually A and S levels), interviews and school reports, with 31 per cent against, and 10 per cent abstaining.

The strongest view, as would be expected, was expressed by state school heads, with 70 per cent favouring abolition. State schools often complain of the difficulties of providing the extra coaching needed by students for Oxbridge entrance. Only 34 per cent of independent school heads backed abolition.

A majority of heads also wished to

change the timing of the exam if they were to be retained. Just over half were for a sixth term examination, with 38 per cent against all 11 per cent neutral. At present the exam can be taken in the fourth or seventh term of the sixth form.

This conflicts strongly with the decision by Oxford colleges to plump for a fourth-term entrance examination, or entry based on A levels, interviews and reports.

Cambridge college tutors are meeting to discuss the survey results and to study a second report which advocates a new exam modelled on the present S (Scholarship) level examinations, taken with A levels in the sixth term, as a further test for applicants in place of the entrance exams.

Mr John Hopkins, senior tutor at Downing College, and secretary of the tutorial representatives committee, said colleges should now have to decide if Cambridge S level exams would publicly, but with papers available for study by colleges, would be a preferable entrance system for Cambridge in future.

Colleges on NAB 'hit-list' prepare their defence

Twelve colleges of higher education are preparing to defend their viability following letters from the National Advisory Body. Their future is being called into question because of their small size.

Some colleges like West Midlands, which lost all three of its non-teacher education degree courses in last year's NAB exercise, had expected such a move. Others, like Newman and Westhill, did not expect to receive a

letter and have criticized NAB for using outdated information in its assessment.

NAB's letter to these two colleges said they should pursue closer links; something, according to Mr Simon Quinlan, principal of Newman, they are already doing with a scheme for association to be presented to the Department of Education and Science on the same day as responses to the NAB letter are due.



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Journalism

Sir, - My friend, Dr Fred Hunter of the London College of Printing's department of journalism, could not be more wrong in his assertion that "none of the two university-based journalism departments support any full-time research staff in journalism." (Letters, THES, May 4).

I cannot, of course, speak for Professor John Dodge and his colleagues at City University's department of journalism, but here at the Centre for Journalism Studies, University College, Cardiff, we take our research function very seriously. And perhaps this is why the Ministry of Defence chose to award the centre with a £100,000 contract to study the relations between the government and the media during the Falklands crisis, a project that will be concluded late this year and succeeded by others. For Dr Hunter's information, our full-time research staff here at Cardiff is equal in number to our teaching staff.

As far as the research literature pouring out of polytechnics concerning media studies, Dr Hunter knows as well as I do that this has little to do with the kind of highly practical courses in broadcast journalism that he and I teach, or, for that matter, with the industry itself. Very few broadcast news editors or journalists I know are in the slightest way interested in "sociological" studies of their profession regardless of the value that academics like myself, Dr Hunter and countless others may attach to it.

All of this is representative of the still nascent and still slightly muddled state of journalism education in this country. Indeed, until we and the profession decide whether it is "training" or "education" - or, as we believe at Cardiff, a judicious mixture of both and the confusion will remain. And I gather that the recent Council for National Academic Awards approval of the London College of Printing's postgraduate diploma course is a reflection of the college's decision to follow the example set by Sir Tom Hopkinson when he founded the centre at Cardiff nearly 14 years ago.

Yours,
MIKE UNGERSMA
Broadcast Lecturer
University College, Cardiff.

Image failure

Sir, - Whatever prompted Catherine Belsey to select the corner shop as her image for Conservative common sense (THES, April 27)? Its respected and useful place in the local community that it knows how to serve makes it eminently preferable to the clinical expertise of the mass-market profit-oriented chain store. The introduction of the image fails signally to clinch the argument on behalf of the experts' leftist poststructuralist theorizing.

Perhaps the weakness of the image here indicates the common sense force of Straw's structures? Devotion to theory can disguise a reluctance to come to grips with practice.

Yours faithfully,
Dr A. G. NEWELL
Sublimerian
University of Liverpool

Women's study

Sir, - How good to see again an article about women's studies in *The Times* (May 4). Enid Hutchinson is right to draw attention to the importance of adult education in women's studies courses. Developments in universities have contributed to this development by research and publications, conferences, teaching, and action in academic professional bodies.

The earliest university courses in this subject date from 1971, but it was not until 1977 that the first degree that enabled students to concentrate their work in women's studies was established; this is the MA in rights in education at the University of London Institute of Education. Although there are now several MA's in women's studies, for example at Kent, Bradford, York and Sussex, and a number of diplomas, for example at the Polytechnic of Central London and the University of London Institute of Education (the Diploma in human rights and education), there is still, so far as I know, no undergraduate degree.

These recent developments are founded on the work done by many women in the 1970s. The 1974 Aber-

Posner anew

Sir, - I bought your paper today for the first time in some months - when I escaped from the research establishment last year, I thought it right to avoid the temptation your pages always offer for argument and involvement.

To my amusement I found my name mentioned in an editorial (THES, May 11) which could have been published, with only minor changes, at any time in the last few years. I have acquired some philosophical detachment, but am provoked to make one more effort to persuade you that you should have a more balanced view, and that you should offer constructive suggestions to my successor.

Nobody suggests that "problem solving" is the main task of a research council. None believe that the agenda for research should be laid down chiefly from the centre, by command. But a modicum of focusing of attention, of bringing together otherwise disconnected efforts and advances, of taking stock of what is known and still to be found out - this is common to all research councils in this country, and most of their equivalents in foreign countries.

The news that my successor as chairman of the Economic and Social Research Council is proposing to spend a small proportion of his research funds on one particular set of activities is good news, not bad! It will help to

DON'S DIARY

SUNDAY

Sunday, as usual, provides a good start to the week. We have an ample, traditional lunch and a family outing, sandwiched between morning and evening church services. The last has a fairly small congregation, but the intimate atmosphere suits me well.

MONDAY

My pigeon-hole is stacked to overflowing after less than two working days' absence. A price to pay for a job that provides much satisfaction through its variety is that frequently many different activities require simultaneous attention. The largest proportion of the mail concerns papers submitted to the specialist research journal of which I am associate editor. There are new papers to be assessed briefly and sent to selected referees, referees' reports to be forwarded to authors (with editorial deletions or re-phrasings, though I sometimes doubt whether this is necessary or even wise), and revised manuscripts to be compared with the original versions in the light of what referees have said.

I am reminded that research scientists are human beings, and there is a wide diversity of personality: some seem to take adverse comments on their work as a personal insult, whereas others go out of their way to carry out additional experiments that might support the hypothesis proposed by a referee. Extra work for me is created by the vagaries of the postal system - four months for a supposedly airmail letter to reach Argentina.

The head of department informs me, at four hours' notice, that a candidate for a research studentship is coming for interview after lunch. Will I sit in? I say goodbye, though not unwillingly, to two hours of the afternoon. Potentially more time-consuming is the news that a consultant for a continuing education pack I am putting together is unable to come to a recording session booked for Friday. Additionally, internal readers of draft written material for the same pack have missed the deadline for their comments. This throws out a complex set of operational schedules, causes extra work, and (in my self-righteous opinion) is quite unprofessional.

TUESDAY

I try to find the outcome of an application to our research committee for money to fund, as a full-time research assistant, for a year, a teacher who wants to take unpaid leave of absence from school to complete work on an exciting project (do all researchers think that their own work is exciting?). The committee secretary is on leave (just married), her secretary is away sick, and the person answering the phone says: "I'm just here to answer the phone." Eventually I find someone, with access to the committee minutes. It seems that the application is successful, which is encouraging in the present financial circumstances: perhaps someone else thinks that our research is exciting.

For some time I have been sitting on a proposal to write a textbook. I know that there is a tremendous amount of work involved and that the financial rewards are relatively small, but there is satisfaction in helping to teach a subject that fascinates me. I take one step nearer by writing to the publisher.

WEDNESDAY

My normal working day starts early at 8 am, but someone from biology frequently arrives just before me and shares "my" parking bay; perhaps the animals need their breakfast. My head of department's influence after his recent six years as pro-vice-chancellor gets a quick signature for a Science and Engineering Research Council application form, but his rustiness (any my own) concerning the detailed regulations leads to overlooking the small print which says that the nominated candidate is ineligible for the award because he is only in part-time employment.

Morale is partially restored by a quiet time in the library catching up on current journals, although other people's results in print seem so much more important or relevant than mine.

The day ends with further encouragement. An evening meeting for a group working with a Sunday class of mentally handicapped adults underlines again for me that in any kind of teaching the teacher stands to gain as much as the learner, and that is on top of the satisfaction that comes from widening the interest and knowledge of another person.

THURSDAY

The day is spent working at home, very profitably. Finishing touches are made to a research paper. I do the bulk of the second draft of my material for the continuing education course (there were comparatively few comments on the first draft, so either I wrote it well or the readers were not very interested), and I draw up a draft programme for a residential school to be held in two years' time - juggling lecture times, topics and potential speakers into an acceptable pattern.

I can be creative at home, despite the background noise of children (it is local election day, so there is another school holiday), whereas the distractions of office and laboratory are less easy to resist. One of the few drawbacks of working at the Open University is that undergraduates are not on campus to be taught face-to-face; however, the compensating freedom from fixed times for teaching is, for me, a great asset.

FRIDAY

With the cancellation of the recording session, and the unexpected cancellation of a departmental meeting and a faculty board meeting, the emptiness of the day cries out for a major task to be started. I discuss with a colleague our ideas for joint applications to the Medical Research Council or the SERC or the European Space Agency for any body that might still have money to give for small science research. There is nothing concrete to show for the time spent, but it feels well worthwhile.

The temporary secretary who has been typing my letters this week (the permanent one has measles) comes in to ask what 39°C is in real temperature; her husband is in hospital with leukaemia, and their daughter has a message that he has a temperature (of 39°). I am not as bilingual as I thought, and I have to work it out (102°F).

The afternoon mail brings a daunting parcel, a 260-page PhD thesis to be read and assessed as soon as possible. Still, I enjoy conducting a viva when the candidate can be set his or her chemical knowledge and abilities to either that "when all my time is spent soothing nerves."

SATURDAY

Saturday brings family swimming, gardening, outside-house-work, and a 10 mile cycle ride with our 11-year-old son, which provides a physically tiring but very welcome change from the largely mental effort of the previous five days.

John Coyle

The author is lecturer in chemistry at the Open University.



A visitor blends in with the exhibits at the Royal College of Art painting and printmaking degree.

Scurry for tenure precedents

by Ngaio Crequer

The new threat to tenure with the Government planning to empower commissioners to amend statutes, has sent universities and unions scurrying not this time to lawyers, but to historians.

The Government has said that it would follow precedent and legislate to establish and empower commissioners, probably more than one set for groups of universities, to change university statutes.

So that there would be no development of a body of general law for the universities, once the job was done, the Act would disappear from the statute book (but the changes remain).

A statutory commission is very rare in education has only been appointed four times by Parliament, and Cambridge, in 1855 and 1856, set up the Statutory Commission. In each case eight commissioners, usually graduates of the university were appointed to supervise and undertake revision of the statutes.

Two separate Acts for Oxford and Cambridge, in 1855 and 1856, set up the Statutory Commission. In each case eight commissioners, usually graduates of the university were appointed to supervise and undertake revision of the statutes.

The Royal Commission reported in 1852. Some of the reforms they proposed needed Parliamentary sanction so a Statutory Commission was proposed.

The Acts provided that up to 1858 the council of the university could submit to the commissioners proposals for the modification of statutes. But if they did not, or if the commissioners failed to approve the commissioners would act for themselves.

But a commissioners' change would not take effect if within two months two-thirds of the council decided writing that this would be prejudicial to the university's place of education.

In the middle period Gluck proposed Royal Commission to inquire into Oxford and Cambridge, the important issues were teaching and the developing curriculum. There was also a Royal Commission on the sciences.

Again a statutory commission was set up, there was a period of years the universities to make their proposals, and colleges could submit three of their own commissioners their college was being examined. There was close consultation and reforms went ahead.

The final period came in the creation of the University Grants Committee. In 1918 the new university was asked for more money from the Government and were asked to make a statement of immediate needs.

Oxford and Cambridge, which previously not received Government money (though some colleges did) also asked for assistance, so a Royal Commission was set up in 1919 to inquire into the financial needs of the universities.

The 1923 Oxford and Cambridge Act set up statutory commissions for the two universities along the lines of the 1877 Act except that it made changes itself, only empowered commissioners to do so. They continued in office until 1925.

The issue has come up in three periods, 1850-59, 1870-81 and 1919-25. In the first period there had been attempts both outside and inside to reform the medieval statutes of Oxford and Cambridge but little progress had been made.

Eventually in 1850 Lord John Russell, Prime Minister, announced that a Royal Commission would be set up to "inquire what improvements can be made in our universities and how far such improvements will require the imposition of the Crown or of Parliament."

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Colleges of Higher Education cont

Applications are invited for the following two posts. Candidates should be well qualified graduates and have appropriate experience or skills of a high level. A familiarity with aspects of information technology will be a distinct advantage.

LECTURER II/SENIOR LECTURER (2 Posts) in Craft, Design and Technology

1. Technology - To develop the use of technology in a design context. Experience of Schools' Technology is essential.
 2. Design - To develop the use of Engineering and/or Industrial Design approaches in design and making. These appointments are expected to contribute to both Teacher Education and diversified courses at Degree level and represent a commitment to the strengthening and development of Crafts, Design and Technology in the College.
- Application forms and further details of the posts and of the College are available from The Assistant Director - Staffing, Crewe and Alsager College of Higher Education, Alsager ST7 2HL. Closing date for completed applications: Monday 11th June, 1984.

(14812)
Crewe+Alsager College
of Higher Education

Research and Fellowships

The University of Aston in Birmingham The Management Centre RESEARCH FELLOW IN PUBLIC SECTOR MANAGEMENT RESEARCH UNIT

Applications are invited for the above post in the Division of Public Sector Management and Economics. The successful candidate will be expected to undertake research in the field of public sector management and economics. The post is for a period of one year in the first instance and the commencing salary will be within the range £7,150-£10,150 p.a.

Application forms and further details are available from the Officer (Academic) at 600, University of Aston in Birmingham, Birmingham B4 7ET. Tel: 01-259 2411 ext. 600. Closing date for the receipt of applications is 8th June 1984.

University of Lancaster Department of Psychology RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant to work on a research project funded by the Department of Psychology. The successful candidate will be expected to undertake research in the field of psychology. The post is for a period of one year in the first instance and the commencing salary will be within the range £5,150-£6,150 p.a.

Application forms and further details are available from the Officer (Academic) at 600, University of Lancaster, Lancaster LA1 4YW. Tel: 0592 515111 ext. 600. Closing date for the receipt of applications is 8th June 1984.

University of Aberdeen Department of Mathematics RESEARCH FELLOWSHIP

Applications are invited for the above post in the Department of Mathematics. The successful candidate will be expected to undertake research in the field of mathematics. The post is for a period of one year in the first instance and the commencing salary will be within the range £7,150-£10,150 p.a.

Application forms and further details are available from the Officer (Academic) at 600, University of Aberdeen, Aberdeen AB9 8QY. Tel: 0476 515111 ext. 600. Closing date for the receipt of applications is 8th June 1984.

Universities cont

The Queen's University Belfast

Applications are invited from persons, preferably 35 years of age or under, for the following posts: Lecturer in Economics, £8,150-£10,150 p.a.

LECTURESHIP IN ECONOMICS

Applications should be made to the Director of the Department of Economics, Queen's University Belfast, Belfast BT7 1NN. Closing date: 22 June 1984.

NON-CLINICAL LECTURESHIP IN BIOTECHNOLOGY

Applications should be made to the Director of the Department of Biotechnology, Queen's University Belfast, Belfast BT7 1NN. Closing date: 22 June 1984.

LECTURESHIP IN ADVANCED INFORMATION TECHNOLOGY AND LAW

Applications should be made to the Director of the Department of Information Technology and Law, Queen's University Belfast, Belfast BT7 1NN. Closing date: 22 June 1984.

Salary scale £7,151 to £14,151. Further particulars and application forms are available from the Officer (Academic) at 600, University of Aberdeen, Aberdeen AB9 8QY. Tel: 0476 515111 ext. 600. Closing date for the receipt of applications is 8th June 1984.

REMINDER

Copy for Classified Advertisements in THE THES Should arrive not later than 10 am Monday preceding publication

Industry acts to help adults

by Maggie Richards

A ten-point plan on adult training has been adopted by the Confederation of British Industry.

The plan has been produced by the CBI's education and training committee, which believes adult training should be viewed as a means of improving industrial competitiveness and productivity as a step towards national economic recovery.

It calls for better and more accessible information about education and training provision for adults; and for collection of data to help companies avoid skill shortages and to aid the Manpower Services Commission in planning for training provision.

The plan also envisages better use being made of further and higher education facilities, and improvements in the teaching of TOPS and skillcentre courses.

Among other issues, the plan aims to achieve recognition for in-company training; increase management awareness of the value of training; create more opportunities for training using distance learning and other techniques; and obtain agreement from trade unions on the removal of outdated apprenticeship structures.

A CBI working party on adult training, chaired by Mr R. J. Parker, head of training for British Telecom, will be engaging in discussions with representatives of both the MSC and the Department of Education and Science with a view to bringing about some of the changes outlined.

Two subcommittees of the working party will work towards achieving the aims of the action plan in practice. Other CBI links with the DES, MSC and with small firms and large industries will be used to pursue targets

outlined in the plan.

The working party will review progress periodically, within the next two years.

At a recent conference on the CBI, pointed out that training was not at the forefront of every employer's mind.

"My answer would be to raise the status of training to a level that his employees are to regard as a necessary part of the job," he declared.

Resources spent on training are viewed as an investment, would ultimately improve the company's efficiency, its productivity and its competitiveness.



Mr Edward Heath (right) is welcomed to Queen Mary College, London, by Mr Graham Williams, the college secretary. Mr Heath, who, as Prime Minister, took Britain into the EEC, was opening an exhibition of Community archives which document the United Kingdom's role at the creation of the Common Market.

'Inconsistencies' as lecturers vote on youth action plan

by Olga Wojtas
Scottish Correspondent

Further education members of the Education Institute of Scotland passed a number of apparently contradictory motions at their annual conference, despite a warning that they were being inconsistent.

The Further Education lecturers national section voted for a ballot on whether staff should withdraw from working on the 16 to 18 year plan unless there were guarantees from the Scottish Education Department that the action plan modules would not be given to private agencies.

Delegates then voted to withdraw immediately from work for Scottish Business Education Council unless there were similar guarantees from the SED. Although Mr Mike Morris, FELNS vice chairman, said they could not pass both in the interests of consistency, and would be backing selective industrial action.

The conference also voted to refuse to work on the action plan unless the necessary finance and resources were made available. But although the SED is extremely unlikely to increase funding, motions were subsequently passed calling for a reduction in class contact time from 800 to 600 hours annually, and more in-service training.

The conference's stance on the

government's proposed transfer of three local authority colleges to central control was also unclear. Glasgow College of Technology, which is unlikely to be transferred along with Napier and Bell Colleges, successfully proposed a motion calling for written guarantees protecting the jobs and conditions of service of staff moving into the central institution sector.

But delegates went on to back a motion from Napier, which firmly rejected the transfer proposal and called on the regional authorities to involve them in the process.

Mr Howard Wollman of Stevenson College said there was an illusion that there would be millions of pounds of capital expenditure descending on the transferred colleges from central government.

However, Mr Tom Gilmore of Bell College of Technology, said the motion placed his college in a predicament since its policy was to support the transfer. Bell had no confidence in Strathclyde Regional Council.

A motion calling for an incremental payment to staff who had been waiting for in-service training for more than two years was unsuccessful.

Delegates unanimously passed a motion calling for lecturers on maternity leave to be credited with continuous service for their pension rights.

Academic book prices still rising

Academic book prices are still outstripping the average Retail Price Index rise, according to the latest report from the Centre for Library and Information Management based at Loughborough University.

The report shows that the average price of an academic book has risen from £4.59 in 1974 to £13.61 in 1983, an increase of 297 per cent in nine years. For the same period the RPI rose 25 per cent, according to the Department of Employment.

But new analysis of the data samples used by CLAIM suggests that even these figures involve a significant underestimation of the real increase in book prices in recent years.

Fifty-seven varieties of limits on knowledge

by Jon Turney
Science Correspondent

What's wrong with being a reductionist? Professor James Watson should wear a badge to save him the question directly. It sums up the gap between Watson and Professor Steven Rose, who took issue with him at the Institute of Contemporary Arts in London last week.

They came to discuss "The Limits of Science" in the first of a series of debates organized by the ICA and the Science Policy Foundation. Normally, asking working scientists to locate the limits of science gives due to a whole outlook on life. These two were no exceptions.

Steven Rose, neurobiologist and professor at the Open University, gave a catalogue of answers near and dear to the way thought is embedded in culture. James Watson, whose career has moved from building the first accurate model of DNA to running one of the major US laboratories at Cold Spring Harbour, gave a simpler answer. There were no immediate limits on Watson's science except those imposed by external regulation. And those were

probably misguided. But the differences between the two biologists were most sharply drawn in their exchanges over reductionism: the simplifying vision of living things which has stood researchers in such good stead for 30 years or more.

Exchange rather than debate, for there was little common ground here. Rose saw reductionism as one among several possible views, and a profound limit on our understanding of the world. For Watson, the pared down world view of the gene-splicers and dissectors was the simple truth: "What else is there but atoms?"

Their differences, in the packed ICA seminar room, came across as much in style as substance. Rose is dapper, articulate, professorial, his position fortified with apt anecdotes and examples. Watson, wild-eyed and wispy-haired, begins inaudibly, breaks off to stare at the ceiling, and reaches down something quotably dogmatic: "The cell is never going to be anything other than a Swiss watch. A very fancy watch, but no more."

Watson's conviction that DNA, the chemical of the genes, holds the key to all of biology even defied the urbanity of the chairman, Sir Andrew Huxley.

Nobel-winning physiologist and president of the Royal Society. But Huxley could not shake him, although he pointed out we have no idea yet how a gene controls developmental characteristics like how many fingers we have. Watson: "It'll come out."

Pressing the point evoked an uncompromising re-iteration from the American: "I feel so sorry for young kids who come to me and say they want to study 'whole organisms'. They're just going to be failures."

Watson admitted there was one problem with the reductionist programme - the public reaction to a "pretty brutal" way of thinking about life. "I don't think the public is ready to accept how completely we're explaining things in biology", he said.

This, and fear of immediate hazard, lay behind the long-running controversy in the 1970s over genetic engineering, he believed. The answer to this was to keep quiet next time. The scientists were the first to draw attention to risks of gene-splicing, but Watson was not sure he would go public again "on something the public can't understand." As with reductionism, the issue of public control of science were left unresolved. But both will be aired again in subsequent ICA debates.

Natfhe favours 'free enterprise'

by David Jobbins

All local authority-controlled colleges should be freed from restrictions on their commercial activities the lecturers' union says. It rejects firmly one option put forward by ministers in a consultative document - that corporate status should be given.

And it favours the alternative route - legislation to enable local authorities to select which colleges should be allowed to undertake extended activities - with the proviso that it should apply to all institutions.

This would reflect the present position where virtually all institutions participate to a greater or lesser extent in some of the activities," the union says.

Natfhe argues that proposals for financial liability would be sufficient protection for local authorities while the selectivity implied in corporate status would "inevitably dampen initiative and the potential for development which exists in all institutions."

But it says that the establishment of companies by colleges should not only protect the local authorities from financial liability but also protect teaching and mainstream funding.

This could be achieved by a strict financial separation between the commercial and educational activities of the colleges. Natfhe has a word of caution for the internal government of colleges: "Institutions will need to ensure that they have firm control over the new areas of activity and an awareness of the financial consequences of engaging in them. This may require changes in the structures of

institutional government and management."

It was also vital that authorities could not claw back profits from colleges' main budgets, and warns that it would oppose any moves towards self-financing teaching programmes.

The union says it has "considerable reservations" about the way the proposals are to be implemented, and says they should be put into effect in a way which will benefit all institutions genuinely both in educational and financial terms.

● The engineering industry needs technicians as well as graduate engineers. Natfhe says in its response to the Engineering Council's call for more resources for engineering education.

But it identifies a need to develop opportunities to progress to full professional status by technician and part time routes and particular help for women to take up engineering as a career. It dismissed as "unhelpful" any suggestion that the extra money should come from other disciplines.

Natfhe says that engineering should attract new money from central government in recognition of the rapid changes which have taken place since the Finiston report... Enhanced funding for engineering education should not be achieved at the expense of subject areas which are still experiencing strong student demand."

Natfhe says it has a continuing concern that the Engineering Council does not adequately recognize the crucial role of technician education as a route to professional qualification.

Fourth defence post funded

The Ministry of Defence has helped strengthen Aberdeen University's centre for defence studies by funding a fourth post.

But Mr David Greenwood, the centre's director, has warned that the centre's funding is still not as strong as it would wish. The centre was badly hit at the end of last year when the American Ford Foundation ended its annual £50,000 pump priming award on the grounds that the eight-year-old centre was now well established and should seek European backing.

Mr Greenwood said the centre was still actively seeking big money for the major research effort on European defence studies to take on two or three

researchers. But he argued that the Whitehall funding would ease the pressure on the centre's "straining budget."

The MoD will finance the post for at least five years, possibly extended for another five, after which the university will fund the post in addition to the present three.

Mr Greenwood dismissed fears that an officially sponsored researcher might find it hard to be objective in commenting on government policy. The centre had often been critical in the past, he said. "The record shows that this centre does sound, scholarly work and that we show no fear of favour."



Wise women go on parade

"How many of these women can you name?" asks a new exhibition organized by City of London polytechnic and the Fawcett Society for the 1984 Women into Science and Engineering (WISE) year.

It was a mean trick to omit Marie Curie - the only well known woman scientist - but it was entirely consistent with the exhibition's aim to promote to inner London pupils, students, teachers and parents that women scientists and engineers have a long and impressive history.

It does include one famous face - Florence Nightingale. But the lady is pictured without her lamp, as befits the only woman member of the Statistical Society at the time of her election in 1958, and co-designer of Brunel of prefabricated hospitals for the Crimea. The exhibition quotes her saying she found statistics more enlightening than a novel and that she loved to bite on a hard fact.

Sophie Germain, whose statue describes her a *philosophe et mathématicienne*, studied mathematics by correspondence with a professor, using the name Monsieur Le Blanc. She won the Grand Prix of the French

Academy for her work on elasticity. The elegant-looking Ada Lovelace, daughter of Lord Byron, has also been described as the world's first programmer, working with Charles Babbage on his Analytical Engine, while Janet Taylor, who is not pictured, designed nautical instruments which were exhibited in the 1851 Great Exhibition and set up a scientific academy for sailors on the present site of the present City of London Polytechnic.

The exhibition includes displays about women working at all levels of science and industry.

The exhibition is funded by the Inner London Education Authority and is at the Royal Festival Hall until May 28. It then moves to the Barbican for a month and will tour inner London borough libraries until the end of this year.

● Wise women (clockwise from top left) are: Dorothy Hodgkin b. 1910, Sophie Germain 1776-1831, Jocelyn Bell Burnell b. 1943, Rosalind Franklin 1920-1958, Ada Lovelace 1815-1852, Caroline Herschel 1790-1848, Florence Nightingale 1820-1910, Rosalyn Yalow b. 1921.

Too little, too late: TUC verdict on scheme for unemployed

by Maggie Richards

A £2.5m project aimed at improving educational opportunities for the unemployed has been criticized as belated and inadequate by the Trades Union Congress.

The TUC also claims there is widespread suspicion within adult education that the £2.5m allocated for the project has been found from cuts in grants to other educational bodies, including the Workers' Educational Association, university extra mural departments and voluntary agencies.

In a letter to Sir Keith Joseph, Secretary of State of Education and Science, the TUC's general secretary Mr Len Murray says these organiza-

tions already have proven experience and expertise in providing courses for the adult unemployed. It appears that the Government is seeking to improve opportunities for the jobless on one hand, while on the other reducing existing provision.

The three-year programme to improve educational opportunities for unemployed adults was announced in March, and will involve two separate methods of approach.

The Further Education Unit is to be responsible for a series of innovative curriculum projects, which might then be applied more widely.

Alongside this scheme, the National Institute for Adult Continuing Educa-

tion will encourage development of projects in areas where there is no existing provision.

The Department of Education and Science intends to appoint a team of field officers to take an active role in development of the projects.

In his letter Mr Murray welcomes the Government's recognition of the need to improve educational opportunities for unemployed adults but points out that the £2.5m programme falls far short of recommendations for action published in 1982.

The TUC is also critical of the Government's commitment to improve educational opportunities while intending to reduce the benefit paid to some jobless adults undertaking part-time study.

Last week Mr Peter Brooke, higher education minister, defended the role of the field officers in the programme. They would form an intelligence and advisory network, aiding the many practitioners who were at present tackling the problem of providing appropriate courses for the unemployed very much in isolation.

He went on to warn against the "dangerous distinction" which sometimes led to the separation of vocational and non-vocational education. Many unemployed people needed learning opportunities which straddled this supposed divide, he said.



Rights of the individual

The attendance at the Polytechnic of North London by Mr Patrick Harrington, the National Front student organizer, raises wider issues than just those of the repugnance of his views. There are, thankfully, very few who give credence to, let alone support, the views that he and his organization propagate.

It has rather brought to the fore the question of the responsibility of academic authorities and their duties towards their students. The argument is made that the polytechnic and the Inner London Education Authority are unable to expel him from his course in order to protect his right to hold his particular views. The implication is further drawn that were Mr Harrington to have openly propagated the views of the National Front on campus, within the guidelines laid down by ILEA the polytechnic could legitimately throw him out.

This throws up a number of contradictions and injustices which those concerned with academic freedom should find extremely worrying and which ILEA should act rather swiftly to rectify.

There is the fact, first of all, that substantial evidence does exist that Mr Harrington has used his status as a student to further the aims and objectives of the National Front. He has been for example accredited as being the student organizer of the National Front by the NF themselves. The refusal of the polytechnic to instigate at least an investigation into these allegations does not face up to their responsibility.

The ILEA guidelines, with which the National Union of Students supports wholeheartedly seem rather to be loosely interpreted in this case. Why is it that children's literature is scrutinized in depth for racist implications, quite rightly brought to the attention and withdrawn from libraries and yet a prominent member of a vile fascist organization is allowed to sit in philosophy seminars alongside those whom he would seek to forcibly deport?

Up the road at Middlesex Polytechnic five students have been expelled or suspended for taking part in a student union-organized occupation of college premises to campaign against a site closure. What of their political rights? "Bringing the college into disrepute?" "Causing unnecessary hardship on fellow students and college staff?" The use of disciplinary procedures seems to be used or not to rather different ends.

So what, you may ask, of the need to protect the individuals' right to study irrespective of their views. So what, we may ask, of the right of those black students studying at PNL to be free from such National Front incitements.

The polytechnic and ILEA have the right and the duty to protect all its students - who can blame those students if they seek to do so themselves. It was never proved that Hitler murdered a Jew - would you then not have prosecuted?

Phil Woolas

The author is president-elect of the National Union of Students.

overseas news

Entrance exam row reaches stalemate

from Lindsay Wright

WELLINGTON

Fresh attempts to get New Zealand's university entrance examination abolished have run into a brick wall of opposition from Mr. Mervyn Williams, the minister of education.

When the prime minister, Sir Robert Muldoon, opened the annual conference of the Post-Primary Teachers' Association last year the big issue was its five-year-old campaign for abolition of the qualification. The second, already existing, sixth form qualification - the Sixth Form Certificate - should be the only award for sixth form study, the association said.

Sir Robert criticized the PPTA policy last year, saying that "the employers do not want (the abolition of the university entrance exam), nor does the Federation of Labour, the University Teachers' Association nor the University Students' Association".

The challenge Mr. Muldoon gave was for the PPTA to "try to convert the powerful associations opposed" to its university entrance policy. Now the association has done that through a special workshop organized by the Association of University Teachers at the end of March.

The all-day workshop brought together the Federation of Labour, the Association of Heads of Integrated and Independent Schools, the New Zealand University Students Association, the Parent Teachers' Association, the New Zealand Employers Federation, the Secondary School Boards Association, the AUT and the PPTA to give one of the most remarkable examples of consensus yet reached in New Zealand.

All eight bodies endorsed, in principle, the goal of making the Sixth Form Certificate the only award in the sixth form and agreed that the certificate should be internally assessed and



Muldoon: issued challenge

nationally moderated.

Faced with agreement among the eight most important parties to the debate, Mr. Muldoon dismissed the report on the workshop as a "simulated consensus" and reaffirmed his belief that the university entrance qualification was essential to the maintenance of educational standards.

The PPTA meanwhile has reaffirmed its intention to boycott this year's university entrance exam, which the association's members set and mark.

Central to the PPTA case is the argument that the university entrance qualification forces secondary school students to do academic courses for the wrong reason.

Twenty years ago the sixth forms were comprised mainly of students who wanted to go to university. Today only about a third go to university and most of them remain at school for the seventh form year.

Teachers want the university entrance qualification shifted to the seventh form.

Governor-general upholds senior lecturer's dismissal

from Lindsay Wright

WELLINGTON

The Governor-General, Sir David Beattie, has upheld the dismissal in 1980 of Waikeke University senior lecturer Mr. Bob Rigg.

This first exercise of Sir David's powers as University Visitor has set precedents in both legal and university circles and follows Mr. Rigg's appeal against his dismissal.

Central to the case was an article co-authored by Mr. Rigg in 1980, and published in the local student newspaper, which linked university radiation leaks with student cancer deaths.

Mr. Rigg subsequently withdrew his allegations following the report of a committee of inquiry appointed by the minister of health, but was dismissed from his post on the grounds that he had "acted in a manner which was irreconcilable with his position as a senior lecturer at the university".

The Governor-General appointed

two commissioners - former Court of Appeal president Sir Clifford Richmond and Victoria University constitutional lawyer Professor Ken Keith - to investigate the case and consider Mr. Rigg's appeal.

They concluded that the original article, published by Mr. Rigg, was "based on the flimsiest of evidence and that no reasonable effort to check their accuracy was made prior to publication".

On Mr. Rigg's claim that his dismissal was an "infringement of intellectual freedoms", the commissioners argued that the publication of the original article went beyond the scope of academic freedom.

The Association of University Teachers has decided comment on the Governor-General's decision but has asked for a working party to be set up to "develop workable procedures for the future".

Union View, page 9

Graduate differential eroded

from Geoffrey Maslen

MELBOURNE

A tertiary degree today is worth much less in the pay packet of Australian men than it was 15 years ago, according to a recent study by the National Institute of Labor Studies at Flinders University in South Australia.

The study found that in the late 1960s, male graduates earned more than twice the salary of men who had dropped out of school by the age of 16. Today, graduates are earning only half as much again. In the younger age groups, the earning advantage of being a graduate had fallen to only 30 to 40 per cent more than workers without a degree or diploma.

So acquiring a degree in Australia has become financially less rewarding than it was 15 years ago.

Moreover, the average male graduate will not recoup his potential earnings foregone while studying until he enters his thirties, whereas in the 1960s he recouped them by the age 25.

Not surprisingly, says the institute, the growth in demand by young men for places in higher education has considerably slowed and there has been a substantial growth in part-time studies.

While the development may be reassuring to the supporters of egalitarian Australia, in terms of rewarding efforts and the deprivation, it is hardly an inducement to continue with education - whether in school, college or university.

According to the institute, the fall in comparative earnings is consistent with the pattern in other parts of the world. It is also consistent with the very rapid growth of the graduate labour force due to the post-war expansion of the tertiary education system.

It has occurred because increasing numbers of graduates are accepting jobs offering relatively lower pay than in the past, the institute says.

The earning powers of graduates, however, have not fallen over the past 15 years compared with either males or females who left school at age 16. In fact, the gap exceeds that for men in every group.

It is unsurprising therefore that the participation rate of young women in tertiary education has increased since the 1970s, the institute concludes.

The data is also consistent with improved access by female graduates to promoted positions compared to 1960s. Greater access by graduates to career ladders, with services, as well as the strong growth in pay during the 1970s of occupations such as school teaching are also reasons why women have been able to offset the pay effects of a declining market for graduates in general, the institute states.

Guide-book hits dizzy heights

from Chris Pomery

HONGKONG

An enterprising Hongkong publisher is taking full advantage of the uncertainty over the territory's future by bringing out a guide-book to British educational establishments.

The book, the British Airways Guide to Education in the United Kingdom, is backed up by a referral service to aid Hongkong residents anxious to place their children in British schools and universities.

Since the book came on the market last month it has sold more than a thousand copies, the publishers claim, and for the last fortnight has been firmly wedged in the best sellers list in Hongkong.

The referral service, run from an office on the site of the former Foreign Correspondents' Club, is now handling an average of four inquiries a day, according to its organizer, Mrs. Jenny Chan.

Already several young people using the service had been placed in public schools and a dozen had applications to universities and polytechnics in the pipeline.

The service has been promoted on television in Hongkong, and on June 9 Gulliver Books, the publishers, is planning to hold a one-day education conference in Hongkong to promote British schools and universities.

Meanwhile the British Council in Hongkong said that its library handled 20 to 30 inquiries a day and that the numbers of students travelling to Britain to take up places in higher education were almost back to the level before the massive fee increase imposed by the last Conservative government.

Indian government offers 'sop' to minority groups

from A. S. Abraham

BOMBAY

In an attempt to improve the higher education enrolment rates of untouchable and tribal students, the Indian government is introducing a trial bursary scheme in Delhi University, funded by the University Grants Commission.

To begin with, more than 100 scholarships will be awarded to those who do well at the 12th standard higher secondary exam, the last stage before university. The recipients, who will get Rs200 (£13) per month and an annual book grant of Rs300 (£20), will be put in groups of five in prestigious colleges which will have to reserve places for them. These colleges are believed to keep out such students for fear of diluting standards.

The government's concern arises from the fact that the quota of reserved seats for untouchable and tribal students, which is meant to be 22.5 per cent of the total, is never filled. Delhi University, for example, fills only five per cent among its graduates and just over three per cent among postgraduates. Enrolment statistics are much lower than in other universities.

At the research stage, only one student from these groups was admitted in 1981, out of more than 15 others, and of the 900-odd degree candidates who were women, it was an untouchable or of tribal background.

The main reason for the shortage of enrolment, according to the authorities, is the 60 per cent drop in the number of students between class and university.

Representatives of these disadvantaged groups say the reason is discrimination by upper castes who control admissions. The bursary scheme is meant to act as an incentive, but scarcely be more than a minor palliative for what is clearly a deep-seated social malaise.

Academics 'under-qualified'

from Carolyn Dempster

JOHANNESBURG

South African universities have experienced a decrease in the number of fully-qualified staff over the past decade because academics' salaries are not comparable with those offered in the private sector.

As a result, close on half of all senior lecturers are under-qualified for the positions they hold, with the exception of tutors at the universities of Rhodes and Port Elizabeth.

This is the finding of the head of the University of the Witwatersrand's department of economics, Professor D. J. J. Botha, who raised the issue at the annual conference of the committee of the University Teachers' Association. He told delegates to the committee conference that research conducted over a 10-year period and revealed an

increase in the number of senior lecturers without doctorates.

He named seven universities in analysis. The University of South Africa, Potchefstroom University, the University of the North West, the University of Pretoria, the University of Stellenbosch, the University of Cape Town.

The reason why universities struggled to fill the positions and fully-qualified staff was primarily because of the widening gap between academics' salaries and those offered in the private sector.

In recent years, several universities have initiated schemes whereby private enterprise subsidizes lecturers' salaries in order to prevent a loss of top-quality staff to the ranks.

Qualities as continental shelf studies: aluminum, silicon and magnesium metallurgy; and high power. It has an internationally acknowledged position in organic and physical chemistry, and excellent technical high school is produced.

But there were gaps in aerodynamics and, notably, in electronics and technology. The Thulin Commission was able to draw on a scrupulous report by the Science Policy Research Unit at Sussex University on government support for industrial research in Norway. According to the SPRU's Ben Martin, there have been no changes in the two and a half years since the survey was undertaken - some general, others at the institute level. The SPRU team had talked to 90 researchers in four units at groups in Norway.

Dr Blagen called the SPRU's work in Norway "very valuable" because the "system should be presented with a picture of itself". She added that the institutes given the least favourable verdicts were those most sceptical and self-satisfied (tended to see the British researchers who have been reviewing an atomic energy centre, as supporters). But, happily, the SPRU's valuation has triggered some useful processes.

Donald Field

Teaching boost to fight unemployment

from David Dickson

PARIS

The French government is to create an extra 42 new higher education teaching posts and 30 new government research posts in the north-eastern region of Lorraine as part of its effort to cushion the effects of major redundancies in the area's steel industry.

It is also planning to open several new centres of continuing education. These will be used to support a system of "conversion needs" among local companies faced with the need to make redundancies, under which an employee who might otherwise find himself without a job will be able to stay on at 70 per cent of his or her salary while training for another profession.

These moves are part of a broad strategy designed to use research and training in fields related to advanced technology as a social lever with which it can help the area restructure its economic base by shifting from traditional industries such as steel and textiles, both currently suffering from severe economic crises, to what it calls "the technologies of the future", such as telecommunications and information technology.

A new national centre for scientific and technical documentation, part of a national centre for scientific research, and a national institute for mechanical engineering, will be set up in Lorraine.

Although the announcement of these new measures was timed to coincide with the decision to eliminate 20,000 jobs in the local steel industry - and thus partly to head off the anticipated opposition from local trade unions - they also reflect the deeper



Redundancies have increased unemployment queues

commitment by the French government to target its support for research and training towards the demands of new technology.

Two months ago, for example, the National Assembly passed a new law of continuing education which should ensure that facilities for continuing education and professional training are not merely tied to the short-term needs of a particular industry, but are also planned to meet the broader thrusts of the government's industrial and social policies.

Minister for professional training, Marcel Rigout said: "The future belongs to those who will take concrete steps to reconcile technological change with the emancipation of the individuals".

Rigout added that "eight million workers will need to receive additional training or be retrained for new jobs between now and the year 2000," and that each worker "will have to change professions three or four times in his or her career."

This situation, he said, reinforced the need for a sound basic education, supplemented by an expanded system of continuing education closely adapted to the prevailing needs of the economy, as outlined in the new law.

The government's enthusiasm for retraining courses - particularly when these are used as a way of keeping people in their previous jobs, but at a reduced salary - has been criticized both by the trade unions and by some employers' organizations as little more than a temporary "parking" measure designed to artificially reduce the unemployment statistics.

Rigout has strongly denied that this has been the government's intention. In a recent newspaper interview, however, he pointed out that the success of the government's plan depended not only on its ability to train people in new skills, but also to create new sources of employment for them afterwards.

The creation of new jobs has been one of the main tasks facing the minister of industry and research, M. Laurent Fabius, who has been given the task by President Mitterrand of overseeing the government's efforts to shift the industrial base of Lorraine into new technology.

A package of proposals announced by M. Fabius at the end of last month focused on the creation of national "posts" in the area, one for information technology and the other for mechanical engineering. New research and training activities will be developed in each of these fields, with additional research funds being made available by the central government.

M. Fabius promised that "the government intends to make an exceptional effort in Lorraine to increase the industrial and scientific potential of the region, to stimulate the diffusion of these techniques in existing industries and to fit in place a system of training corresponding to the effort which needs to be made in the next few years."

It remains to be seen, however, whether the government will, in the face of its current economic difficulties, still be able to provide the substantial funds which will be necessary to meet its goal. The University of Metz, in the centre of the Lorraine region, bought a full page advertisement in *Le Monde* to complain that, although keen to support the government's plans for the region, it was already seriously understaffed, and that the increase in posts planned for the 1983-84 academic year would not even cover the expected growth in the number of students.

Intellectuals petition security chief

from E. Patrick McQuaid

WASHINGTON

A major new report from the Association Council for Policy Analysis and Research, a wing of the American Council on Education, says that "knowledge" is the new basic capital of the United States and that higher education must be seen as "the principal investment in our future".

The study, *America has a New Urgency*, discusses similarities with the past and the changes that have come about in American tertiary learning in recent years.

Higher education, it states, is still a major industry - the \$70 billion annual outlay for operations is comparable to that of the auto or communications industry. Despite dire predictions to the contrary, enrolments are holding steady at 12.4 million, up from 9.2 million in 1972. Half of America's basic research is done at universities, an estimated \$5 billion in 1983, along with another \$2.4 billion of applied research and development.

A closer look reveals dozens of shifts. Colleges are educating bright high school students, older adults, and women returning to work. Two in five students enrolled today are under 17 or over 25 years of age.

A whole series of higher education has been built in the past three decades. The two-year community colleges concentrate more directly on job training and on aid to local industries.

Colleges and universities are modernizing their academic programmes for America's new challenges. Teacher education schools, down a third in enrolments from a decade ago, are retooling their programmes to respond to the shortage of mathematics and science teachers and to the fact that half the nation's 2.1 million public school teachers will have to be replaced by 1991 (mainly due to retirement).

The seminar is rapidly becoming a source of major confrontation between the authorities and those disenchanted with the regime.

A press conference given by one of Dolan's aides announced that Radovic's death was due to an overdose of sleeping pills, and said that the post mortem had revealed no signs of violence. Radovic's relatives and friends do not accept this verdict.

'Knowledge' is the new currency

from E. Patrick McQuaid

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Colleges and universities are modernizing their academic programmes for America's new challenges. Teacher education schools, down a third in enrolments from a decade ago, are retooling their programmes to respond to the shortage of mathematics and science teachers and to the fact that half the nation's 2.1 million public school teachers will have to be replaced by 1991 (mainly due to retirement).

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by one-half overall, by 81 per cent in chemical engineering. And, the study of economics, business, and computers is exploding.

Despite a large and damaging decline in support for graduate education - the number of federally supported fellowships has dropped from an estimated 51,000 in 1968 to fewer than 10,000 in 1983 - universities have tenaciously maintained quality and are now relying for the increase in brainpower necessary.

Research remains vibrant despite relatively few new dollars for university research. As measured in constant dollars, federal support for university research has gone from \$1.8 billion in 1972 to \$2.26 billion in 1983. In 1982, corporations contributed a record \$320m to college and university research and development. Industry now accounts for 9 per cent of all academic engineering research. Industry has been especially helpful with new equipment. Federal funding for scientific equipment and laboratories dropped from \$1.1 billion in 1967 to \$144m in 1978.

Higher education is playing a leadership role in furthering social justice and quality. The percentage of women students in higher education has gone from 43 per cent in 1972 to 52 per cent in 1982. In 1980, 26 per cent of freshmen enrolments in medical schools, 34 per cent in law schools, and 48 per cent in business schools were female. The proportion of black college graduates who attend college now is almost the same as the proportion of white high school graduates who go on, although it has slipped a bit in the past few years. And the children of the millions of new immigrants are attending college in growing numbers.

The report says: "As this nation faces new international competition and a greater need to understand different cultures the liberal arts become more vital than ever" as it turns to the needs of higher education. "Americans in all walks of life must see higher education as the one investment we absolutely must make if we are to have a bright future."

"One third of the existing physical plant in higher education was built prior to 1950 and needs renovation. New equipment is urgently needed. Faculty... are the crucial ingredient. We must be certain that the supply of these persons is as strong as ever. Youth, especially those from disadvantaged families, must continue to receive support so that every talented person in the US, regardless of colour or capacity to pay, can be trained for the tougher times that America faces."

"As the US is required to do business and politics in more and more countries around the world, new support is needed for foreign languages, international exchanges, and proper guidance for the growing number of foreign students in US colleges, who numbered 337,000 in 1982-83."

The report says the federal government "must provide the principal stimulus for urgently needed investments in facilities and equipment, in engineering and research, in graduate studies, in the talented poor, and, indeed, all needy students, and in better foreign studies."

In two recent public opinion polls. In August and September 1983, says the report, the American people indicated their overwhelming support for increased aid to higher education. Not only did 75 per cent in one poll favour increased federal support and 84 per cent in the other favour stronger state aid for colleges and universities, but in both surveys the per cent of public opinion behind increased education aid was above that of three years ago. Americans feel that only money for medical research and health is more urgent than more federal aid to colleges and for needy students.

"But the day of letting Uncle Sam carry most of the load is over. The day of multiple investments, of cooperative support has begun. From now on, if America is to remain strong and prosperous, all sectors of the nation must collaborate as never before to support higher education," says the report.



Politics must be tolerated on campus

The governor-general of New Zealand, Sir David Beattie, acting in his capacity as visitor to the University of Waikato, has recently given his decision on the petition of appeal of former senior lecturer in German, Mr. Bob Rigg.

Mr. Rigg was appealing against his dismissal by the university as a result of articles which he co-authored in the student newspaper *Nexus* linking laboratory radiation leaks with student deaths from cancer.

In what was the first case of its kind the governor-general has accepted the findings of his commissioners and has upheld the university's decision.

The report of the commissioners, however, contains several passages which have both disturbed and angered many New Zealand academics. The association's national executive has considered the report and while its main concern is the development of more suitable grievance procedures for academic staff in the future, the association has expressed its concern at some of the statements made.

Such statements as - "Mr. Rigg was impelled by some anti-authoritarian motivation", "We think it wrong that a person with such beliefs should be given the standing of a member of staff and let loose in a university community" and "the apparently unshakeable nature of his beliefs... make him... a doubly dangerous person to reinstate as a lecturer at that university" have implications as to the type of academic staff seen as acceptable by the commissioners for employment in universities.

The association strongly believes that universities are the very institutions in which a broad range of political beliefs must be accepted. The political beliefs of any person have no bearing on their suitability for appointment to an academic position.

The reference in particular to "anti-authoritarian motivation" being unacceptable in a university employee is extremely disturbing. We would not wish this to be read as implying that only those individuals with authoritarian motivation should be employed as academics. Such a view would be totally contrary to the traditional view of universities as institutions committed to democratic principles.

As mentioned above, the association's major concern remains the lack of a suitable grievance procedure to resolve disputes involving academic staff more speedily and with less expense. The association has taken legal advice throughout the three years and ten months which the appeal has taken and is now seeking the establishment of a joint working party involving the vice-chancellors committee and the New Zealand University Students' Association to develop a more satisfactory procedure.

We are encouraged in this by the statement of the visitor that "this inquiry is in the nature of a test case. There is a wider interest extending throughout the university system and, particularly if reform is to be considered, beyond it to the executive and legislature."

The association is anxious that the process of establishing a satisfactory procedure should be instituted as soon as possible. To this end we have arranged to discuss the proposal to set up a working party with the vice-chancellors committee at its meeting on June 8.

Rob Crozier

The author is executive secretary of the Association of University Teachers of New Zealand.

During the next few years Norway, having piled up money from the technology spin-off related to its lavish reserves of North Sea oil, will have to take some crucial decisions on research policy.

In the four-year term commencing after the general election of 1985 the government, whatever its complexion, will have to move from deliberations to deeds.

These are the conclusions of Professor Inge Lønning of Oslo University, a member of the Nordic Policy Research Council and a leading Norwegian authority on the matter.

He warned that effective allocation of available resources and competition between universities and other research bodies were problems that could intensify.

Fresh official statistics for the Nordic region show that as a proportion of gross domestic product total expenditure on research and development in Norway slipped from a peak of 1.42 per cent in 1977 to 1.28 per cent in 1981. The other four countries all managed an increase, with Sweden's jump from 1.88 per cent to 2.34 per cent partly explained by revised methods of calculation.

In Norway's case 39 per cent of disbursements on this activity in 1981 came from business and 57 per cent from the Government.

Total research and development personnel

numbered 26,072, divided in a roughly 40:40:20 ratio between the higher education, business and government sectors and including 12,867 researchers with a university-level education. Public grants enabled the higher education sphere to account for 29 per cent of experimental activity, a declining share.

Professor Lønning believes state regulations are impeding Norwegian universities' efforts to obtain the best scientists in fields such as geology and petrology. The universities, he maintains, have failed to form an effective political lobby, partly because of inter-regional rivalries and the absence of conspicuous differences on research policy between the government and opposition parties.

"In some areas it is difficult to attract young researchers, and in some of the natural sciences and humanities the major age group now undertaking research is 45-60," Professor Lønning says. "The universities haven't enough money to give people basic training as researchers."

On the more positive side Professor Lønning describes the transfer of funds from various ministries to research councils as a "step in the

right direction" while a parliamentary committee chaired by Mr. Lars Thulin, a banker, had elicited interesting remarks "on the balance between social sciences, pure sciences, and technology."

Within the universities, however, there was a conflict of interest between those who urged more cooperation with profit-seeking companies and those who, while wishing higher research funds, were determined to resist commercial pressures.

Dr. Karl Blagen, secretary of the Thulin was committed to strengthening basic research and the sort of industrial research that would stimulate innovation and productivity. She expected that the recent decrease in the real value of input of into research would turn into a fresh upswing.

Experts agree that it is difficult for a small country like Norway to maintain the spread of 14,000 industrial enterprises in Norway 12,500 of which are smaller than 100 employees. A pooling of resources is desirable, through some sections of industry either over collective efforts.

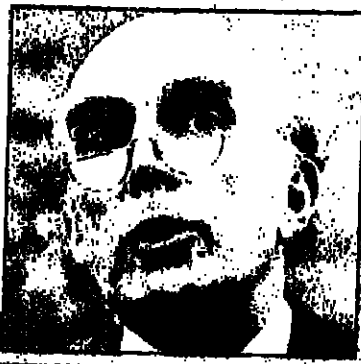
Norway is strong in such resource-based pro-

Agency wins damages for exam papers copyright theft

The Educational Testing Service, a private agency which designs and administers college level examinations in the United States, has been awarded \$1.4m from a federal court for copyright violations. The judgment is against the American Association of Teachers and School Administrators, a Taiwan-based school which coaches students on how to take the ETS exams.

The school was found guilty of recruiting two persons - Che-Tang Wang, 26, and Jean

Bernard Crick



Down on Animal Farm at the National Theatre

Going to the theatre is not escapism. But in my case writing about the theatre is. I should be using this column to welcome the *Forum* Report (except that it is so intellectually thin), to defend local government and the constitutional conventions of this country (except that having given himself enough rope she'll soon hang herself), to defend trade unionism against Mr Arthur Scargill (except that my party's line is to keep our eyes shut until it is all over), or to spring courageously to the defence of the tenure system (except that I want some way of getting rid of dead wood and inducing some mobility into the static system).

And I must also beat my breast preemptively to say that I have nothing against stage adaptations of books (otherwise my affection for William Shakespeare would wane). I don't mind Old Possum being turned into *Cats* (one didn't hear Mrs Eliot complain about that one), nor once being asked to leave a West End adaptation of C. P. Snow's *The Masters* for laughing (but I was in the middle of a row and they couldn't get at me, only my companion left, embarrassed at my uncontrollable spontaneous situationist automatic criticism).

To be specific, I even enjoyed the folk-rock opera version of *Animal Farm* in Catalan. Yet I'm glad that after much dilly-dallying, the late Sonia Orwell finally gave thumbs down on the National's project for a rock opera of *Nineteen Eighty-Four* with David Bowie. Some things which, as Platonists know, must always be more real in the mind's eye than in appearance.

So I went to Sir Peter Hall's stage adaptation. It is called, of *Animal Farm* with a remarkably open mind. Having been away I had only seen one review. Michael Billington in *The Guardian*, very favourable; and my sister in Epsom had said that a friend of hers had found it "most amusing and enjoyable" - a remark to which at the time I foolishly attached no importance.

The open stage of the *Cottesloe* is bare except for a bookcase and a chair. A small boy walks on, picks out a book and begins to read: "*Animal Farm*, a fairy story by George Orwell. Mr Jones, of the Manor Farm, had locked the hen-houses for the night... Good heavens, they were going to treat it as if it was a fairy story meant for children! Then in came Mr Jones, the farmer, textually drunk, with a clever human, almost *Commedia* half-mask, but with a most unattractive smile, lyrics by Adrian Mitchell and music by Richard Peaslee.

It soon became clear that this was to be a "musical", if far, far less clever, inventive, and less full-blooded a tape than *Cats*, more underproduced too. Most of the lyrics were nice enough, though the music was damned bang-ding of bang-bang pseudo Brecht, I mean Well, with the dominant chords snatched from or perhaps quoted from *The Threepenny Opera*. But adaptation should have limits. Adrian Mitchell chose to rewrite Orwell's *Beasts of England*, sheer arrogant fiddling to no purpose, and an odd failure to notice that Orwell's poem is not merely a good poem but a very widely

known one. Most school children know it. Many have sung it. It sings very well to *Clementine*. Familiar and loved words jar when changed. That is a true sign of a classic story that is now part of the English tradition. Almost as bad as the pigs altering Old Major's commandments.

Alas, Old Major's great speech was much truncated. Yet it is great rhetoric. It deserves a place in any anthology of popular prose. No one who reads it can doubt that Orwell's text fulfilled its author's intention to be a lament for the betrayal of the great revolution, not a tract against revolution in general (as the Longman's Study Text of *Animal Farm* presents it, an introduction written by a school master in a Social Democratic "objective" vein of tendentiousness). And the revolution in the staged Manor Farm itself took place all too quickly and easily.

Partly this arose from a problem with the much vaunted masks. Some of the animals were half-masks, all the pigs, as did the men. They could move freely and easily. Other animals, notably the sheep, wore full masks, and the horses, great Boxer and noble Clover, even had stiffs as well. This limited their movements greatly so that animals and men could only interact in highly stylized choric friezes, which limited the two battle scenes and the building and collapse of the windmill. Yet the pigs could range free, so virtually two styles of acting cheek by jowl. Was this simply very hasty and underproduced, or has Peter Hall not learned despite *The Ornstein*, almost because of it, that there are masks and masks; and that the styles of acting demanded by Greek masks and *Commedia* masks are worlds apart? The pigs did best to a man (ah, Minimus was a woman), but of the fully masked animals, only Clover shone through her needless oncombrances.

What was most odd, however, was that it was all somehow softened and generalized. We only had a long quotation in the programme from Orwell himself to explain that *Animal Farm* was aimed at Stalin, to destroy "the myth of Soviet power" and to mock and castigate the betrayal of egalitarianism for power-hungry hierarchy. Both the production and the additional lyrics lost every opportunity to symbolize Soviet power, or to remind what Orwell's satiric allegory was really about. Here was a child's dream, indeed, not Orwell's dream.

And the dream had a false bottom. "And 'All England Shall Be Green'" was one of Adrian Mitchell's lyrics, one of the many inserted references to "green power". The last scenes were frightening in their cruelty and at last dramatically effective. But the story had become, not man against man, harrowing us, but literally man against animal. "Animal Rights", titulating the minor gull feelings of radical chic. An extraordinary thing to do to Mitchell and Orwell's attacks on Communism obsessive and objectionable. Personally I would have made at least one of the pig masks Mr. Arthur Scargill, and one of the sheep masks Sir Larry Lamb. But all us theatre folk can applaud together cruelly to dumb beasts.



Students and staff take a coffee break in the drawing room.

A Highland haven

Graham Ogilvy pays a visit to the Burn

newly planted beech saplings. He explains: "I devote a third of my time to administration, a third to the students and a third to the estate. Our staff is quite small and our finances are a bit on the Micawberish side so I turn my hand to anything. If you had come earlier you would have found me sweeping the drive."

Poor marketing of the Burn as a holiday centre means that university terms remain the busiest periods for Ian Fraser and his staff of 10. "We are very crowded during term time," he says. "A steady stream of reading parties 25 to 30 strong keep us busy."

Most visiting departments, and some have been attending for 25 years, recognize the annual outing to the Burn as an important ice-breaking social occasion and groups tend to be composed of senior students.

Halfway between a hotel and a hostel, the Burn's semi-formal atmosphere has earned it a popularity with students which often surprises lecturers. "Customs" rather than rules suggest the behaviour expected of guests and these are liberally interpreted. Guests may be expected to dress for

dinner but they seldom do and it seems to mind. One of the "customs" concerns the ban on bottles of red wine to students - result of too many stains on a drawing room carpet when they have become overly social.

The elaborate facade of the Burn grand hall and stairway, laid out in Georgian fireplaces, conveys a sense of history and tradition. It is, fundamentally, a relaxing but for the energetic or wishing to work off the effects of food, which can best be described as plentiful, there are a number of golf and tennis, croquet, and hillwalking are also popular. If the Burn has a faded 1960s feel that is all part of its charm and Fraser is adamant that there should be no drastic changes. "If we could accommodate more students, I would have to introduce a catering system and a string of other organizations. I believe we would lose the very qualities that make the place appealing."



One man and his dog: Colonel Fraser in front of the house.

Suffering for the sake of diversity

Ngaio Crequer reports on how Keele has retained its pioneering spirit

Imagine you could start from scratch and create a university with the diversity and breadth that now seems everyone's goal.

One that gives a broader education, allowing students to postpone crucial decisions on choice of subject, yet not at the expense of specialization later on. One that creates rounded citizens, with all students having to do some arts and some science for at least a year.

In fact that university - Keele - already exists. But nobody knows where it is, the University Grants Committee cannot grasp its complexity, and the university is unsure of how to promote itself. It is the current prey - though this will pass - for cheap remarks. One disparaging (and false) remark from a dissatisfied student in a national newspaper led to 60 students withdrawing from offers of places.

Keele is an unusual university, and though diversity is the new god, they suffer for it. As Dr David Harrison, the vice-chancellor, puts: "Is there any evidence for anyone getting credit for diversity? In British higher education, you get credit for single honours, concentration, and possibly size. You get a bit on the Micawberish side so I turn my hand to anything. If you had come earlier you would have found me sweeping the drive."

At Keele students either take a four year course, which includes a first year foundation year, or a three year course. All are combined honours courses, in which normally two principal subjects are studied for honours. The dual honours system allows for obvious combinations, but also rare ones such as electronics/music or American studies/biochemistry, or through their subsidiaries, will have studied and taken examinations in the humanities/ social sciences and the sciences.

The foundation year involves a wide range of subjects, setting the context of subjects in which students may specialise later on. It introduces unique flexibility to the university system. About 70 per cent change at least one principal subject, and 30 per cent change both. According to the students union, "the FY course provides a marvelous opportunity in that students can choose absolutely any course they wish to study, providing that they have shown a reasonable standard for that course."

It allows students to delay the decision about whether to study the arts or sciences, so meeting the criticism of lack of breadth in the sixth form.

There are also transfer sessions courses in chemistry, mathematics, music, physics and Russian for students who have not taken these subjects at A level.

At one time the foundation year was much more widely known outside Keele (it stopped being compulsory in 1974) but it has suffered from lack of promotion outside. Also in 1981, it was questioned by the UGC on economic grounds.

Keele was one of those universities badly hit (a 34 per cent cut in grant) and cutting back on the four year course was easier than cutting the three year course.

Since 1981, entry to the foundation year has been reduced by 25 per cent, to some 300 students, and consideration has been given to reducing it to 250. (Entry to the three-year course in 1983 was 360).

But with students, the FY is increasingly popular. At the end of last year there was a 23 per cent increase in demand for the four-year course (and a 9 per cent increase for the three-year course).

According to Dr Edward Slade, the senior tutor, the increased demand for the four-year course is because of an increase in the number of mature students, the popularity of the concurrent Certificate in Education course, and the desire by students to retain the chance to change subjects.

Also the trend now at the end of the foundation year is for students to turn to science. And the number of students taking transfer sessions courses, to allow them to specialize in the sciences, has virtually trebled.

The 1981 cuts demanded a 20 per cent loss of academic staff, through early retirement, and this has nearly been achieved. But it has left problems of academic imbalance and the professional staff has been seriously hit.

In the social sciences, two out of nine departments do not have professors, but in the arts the problem is acute, five departments out of nine lack professors. Further, one is shortly to go and another may do so: Keele may well end up with only two arts professors.

Put-downs say a lot. For a journalist to have an article dubbed "academic" is a signpost to the sub-editor's apoplexy. For a scholar to have an article deemed "journalistic" is to carry the stigma of sensationalism.

Yet in my case the acceptance of a visiting lectureship at a university produced paradoxical reactions. Some colleagues at *The Times* thought it presumptuous, the adoption of unearned intellectual status (I was grandly flattered when Professor Jeremy Richardson asked me to sign on for a year with the politics department at Strathclyde University) while academic colleagues in Glasgow seemed a trifle surprised at my willingness to carve out time to fly north for a day's teaching and conversation each term. Which is the true impression of the journalist/scholar relationship - open contempt or slightly furtive mutual regard?

Both professions are, in fact, in the same business. If you accept the late Philip Graham's definition of what a newspaper should be. When he bought *Newswatch* in 1961 he said he wanted it to be "the first rough draft of history" - a ludicrous ambition for a slick, rewrite-weekly like his. But as a statement of intent to be embroiled on the banner of a quality daily, it cannot be bettered.

A Whitehall-watcher like me is in business, among other things, to produce the raw material of contemporary scholarship and analysis. Yesterday's headlines should be tomorrow's footnotes. If the partnership is working properly, my job is to provide a daily intelligence service for political scientists and modern historians. Their job is to make the real significance, if any, of my output. It would be profligate of

Yesterday's headlines, tomorrow's footnotes

Times journalist Peter Hennessey takes his skills as a Whitehall watcher into the lecture room

Me to ignore their finished product. Put at its lowest, there is a community of interest here built on mutual plagiarism.

That, in fact, is how it worked out during my year at Strathclyde. Tom Mackie and Malcolm Funnell would press me, through a process of polite interrogation, to ponder more fully the material I was unearthing about Mrs Thatcher's secretaries. Cabinet ministers. Jeremy Richardson and Jeremy Moon would insist I went beyond the anecdotes and actually tried to assess what impact, if any, the "think tank" had had in its 13-year life under four prime ministers.

Mark Franklin, a stimulating sceptic, would question the value of newspapers as a source of any kind. All of them wondered if I was not in danger of favouring the Thatcher government of 1945-51 (a particular re-



Keele campus: looking towards the chapel and Walter Moberley Hall.

Those departments without professors have readers or senior lecturers of experience, so the problem is not as bad as it seems. The Association of University Teachers has no official view on it but its president, Dr David Vincent, makes an interesting point. "We work very well as an integrated academic community. We are one of the least hierarchical of universities, junior people are given departmental responsibilities if they want them."

So the need for professors, although real, exists only in certain aspects, such as public reputation, and the need for people with national reputations. You could make out a case for a professorial-less university," he said.

Staff retirements were keenly felt by the education department, where numbers went from 24 to 17 virtually between July 1982 and September 1983. If it was not in the managerial staff to go, the pressure was sufficiently great that all offers had to be accepted.

It was the largest department, the nearest to it being history at 15, and it is still the largest. Professor John Eggleston recognized that managerial and entrepreneurial skills were needed more than ever before.

"We took stock of all our assets, our laboratories and libraries and realized the tremendous range of opportunities that was there, to use UGC assets in a

generative way." They increased their range of in-service courses and greatly extended their short course provision, making them cost-effective.

They are specialists in design technology and multicultural education. They were able to bring into the department part-time lecturers and visiting staff, who also contributed to regular courses. They reexamined their MED course and in September 1984 will introduce a new course where the dissertation element is determined in liaison with the local education authority.

Teachers chosen and fully funded by the local authority will write dissertations on problem areas seen by the authorities as important for their schools. "The authority will play an active part in the supervision of the dissertation and teaching of the course, so this will be a substantial reinforcement of our staff, without special UGC charge."

The department also developed teachers' workshops, where academic staff, teachers and students met on an informal basis, increased their production of publications for teachers, and approached their research with even greater zeal. Although there had to be some rationalization, reducing the range of options in some of their courses and attacking the problem clearly has paid off.

Though Keele was very badly hit in 1981, it managed to make difficult

decisions and plan a new future while still keeping morale high, and maintaining a collective spirit and resolve. It was the decision of Dr David Harrison, the vice-chancellor, not to go about shouting from the house tops, as some others did, but quietly to go about the business of plotting a new path.

Keele has a number of small departments, yet ganging up against them is not a familiar pastime. The Russian department was one of those recommended for closure in the Atkinson report pre-1981. The UGC suggested transfers of Russian staff in the 1981 letters and two Russian historians will go from Keele to the School of Slavonic and East European Studies in London, in October.

That will leave Keele's department with three staff. A recent university review (the third in the last three years) has just confirmed the department's future. Collaboration with the history and politics department will ensure that a degree that is a one-third language, one-third literature and one-third history will be a coherent and attractive course. Applications have increased by 100 per cent.

They have also been able to introduce a new course in Russian studies, the only honours degree starting Russian from scratch that takes three years. As the language element is less extensive, it is for people requiring reading and translating knowledge of Russian, "a kind of applied degree."

The pioneering department of communication and neuroscience is another example of Keele's enterprise. In the last four years it has raised, through a development trust, £350,000 from industry and commerce to establish 10 new laboratories, five at Keele, and five at a local hospital, for medical-related research.

They have received more than double that amount in research grants. The postgraduate research grant, a unique interdisciplinary mix - physicists, engineers, physiologists, psychologists, a neuroanatomist, computer scientist, linguist and mathematician - working on problems relating to the nature of sensory communication in the brain and the consequences of its disturbance by disease.

Keele has been a pioneering university but again, there is no credit for that. As David Harrison says of the joint honours programme: "It is a bit hard to find elements of the theory taken over by many other institutions without a footnote from where they get it from."

David Harrison is about to be recalled, becoming vice-chancellor of Exeter University, so the new man the short-list of five is all-male) will find Keele in very good heart, the mandatory science park in the making, with much to be proud of.



Peter Hennessey flanked by Dr John Sanderson and Mr Alex Smith of Strathclyde University's politics departments.

search interest of mine) with an austere halo of achievement they did not altogether deserve. At departmental seminars they mixed the right blend of inquisition and encouragement.

Teaching the Strathclyde undergraduates was also illuminating. *Times* journalists used to be told to write for the "intelligent sixth-former". It was never easy to know if one was succeeding. Sixth-formers tend not to send letters to the editor, saying: "I didn't understand a word of last week's Whitehall brief. Will you please instruct Peter Hennessey to explain more and not to assume too much prior knowledge on the part of his readers?"

Face-to-face contact with intelligent sixth-formers one or two years after they have left the schoolroom gives you a much sharper appreciation of whether your material and the delivery vehicle in which you have

placed it are actually doing the job intended (you know when you have succeeded before a lecture audience and it is a very gratifying experience if you have). Strathclyde's politics department also has a leavening of mature students.

What did the politics department itself get out of a visiting leader writer and Whitehall correspondent? It is impossible for the Whitehall correspondent to judge. But Jeremy Richardson has his own view: "I thought the social sciences had got into great difficulty because we had been isolated from the real world. This kind of outside appointment brings us closer to the chemists and the engineers who have done much more of this sort of thing in the past. Maybe the social sciences, if they are to hit back, ought to do more along these lines," he said.

There are wider reasons than the mere personal for placing a high

value on the kind of joint enterprise in which I have been engaged at Strathclyde in the current academic year. Firstly, because, in its way, it showed that the division of the British Thinking Classes into suspicious, defensive sub-groups can be broken down.

Newspapermen can be as fickle as any football fan in turning on a fallen idol. And certainly the bulk of British journalists are devotees of the trivial and the transient, casual with evidence and unwilling to tackle complexity which they dismiss as "boring" or "incomprehensible to our punters".

But there will come a time, if a measure of open government is forced upon Whitehall, for example, when reporters on quality newspapers at least, will need their own reserve territorial army in the universities branch of the thinking classes to help them sort out what those reams of data released under the Freedom of Information Act, 1997 actually amount to. It is as well to be on speaking and collaborating terms before that happy day.

There is another, hard-times induced reason for a closer partnership between the universities and those parts of Fleet Street where scholarship occasionally reaches. If tenure is to disappear from sections of the university teaching profession, outsiders could be needed to fill the gap. It might be a desirable development of itself however regrettable the economic circumstances that have brought it about.

On May 11 1981, a day after François Mitterrand's election victory ended 23 years of conservative rule in France, Pierre-Louis Blanc, director of the Ecole Nationale d'Administration (ENA) declared: "For the school, nothing has changed."

The years since have shown him to be wrong. The admissions procedures and curriculum of France's civil service training school have undergone significant changes, some highly controversial. M. Blanc himself is gone, and decentralization proposals with far-reaching implications for the school are under study.

It has proved easier to put through changes aimed at greater efficiency and equity within existing structures than to override vested bureaucratic interests or transform the administration.

The ENA, created in 1945 by future Prime Minister Michel Debré, produced the corps of high-powered technocrats who replaced the parochial, mediocre pre-war French administration and supervised the country's modernization. The highly selective school occupies a unique position in French public life; it is the major entry point for top civil service posts and the prestigious *grands corps* (administrative control bodies), as well as a launching pad for aspirant politicians. In Mitterrand's first government, seven ministers and 181 ministerial aides were *énarques* (ENA alumni), and more than 70 occupied similar posts under his predecessor, Valéry Giscard d'Estaing.

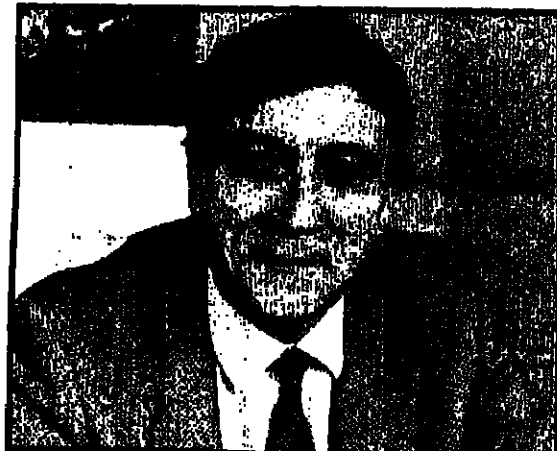
The pervasive role of the *énarques* has given weight to allegations that the school was recruiting from a narrow and unrepresentative social, educational, and regional base. More than 80 per cent of ENA students come from economically privileged backgrounds, and over a quarter are themselves the children of top civil servants.

The proportion from blue-collar, farming, or office workers' families has actually been declining. Competitive entry exams, it was claimed, failed to ensure equal chances for all. In 1980, a typical year, more than 90 per cent of the candidates who passed the "external" (graduates) entry competition and one third of those who got in via the "internal" exam (for civil servants) had studied at the elite Institute of Political Studies (Sciences-Po) in Paris. Most others admitted via the internal exam came from the equally elite *École Normale Supérieure* and *École Polytechnique* or from preparatory courses for advanced teachers' certificates (frequently without ever teaching). Pierre Joxe, now chairman of the Socialist group in the National Assembly, concluded caustically in 1976: "The ENA serves to reproduce the ruling class like a photocopying machine."

In response, M. Mitterrand's public service minister, Anatole Le Pors, established a "third way" to enter the ENA: a special competition open to elected officers of trade unions, local governments, and associations. They are to take a 20 month course (the

Inequality combats inequality

Craig Charney on the French socialist government's opening up of the civil service training school



M. Cheller: "Things have gone well"

traditional course lasts 29), with a range of top posts set aside when they finish. M. Le Pors said his aim was to democratize the school and open the bureaucracy to experienced, public-spirited decision-makers from unconventional backgrounds.

These measures provoked bitter hostility from the Opposition parties and press, and spurred even ENA students and top civil servants to abandon their usual reserve. Student representatives saw the minister and issued press statements to express their opposition. The association of former ENA students demanded the repeal of the enabling act and censured its executive for insufficient resistance.

The critics argued that the ENA's skewed intake resulted from the inequalities in French schools and universities, and that M. Le Pors' remedy would only produce "cut-rate civil servants". They objected that "third-way" eligibility was defined to favour trade unionists and social activists. Further politicization, they charged, was permitted by the inclusion of an interview at the initial stage of selection, which is anonymous and solely through written exams in the other competitions. They also maintained that students completing the shorter course should not receive the same diploma as the 29 month students, and that job quotas for them were discriminatory.

Proponents insisted that the new programme was different but equal. They held that separate exams and job



Open door policy at the ENA.

WORLDWIDE

allocations offered ways to reflect the qualities of individuals who are practically rather than academically oriented, and hard to compare with their fellow students. They said such older, more experienced students did not need all aspects of the others' course, such as private sector internships. Like other advocates of "positive discrimination" elsewhere, M. Le Pors declared: "To combat inequality, it is necessary to be unequal. An equal competition in an unequal society is unfair."

Nevertheless, the minister scaled down the new scheme, from 15 students in the first year and 30 in the second to 10 and 12 respectively. (The total entering class is roughly 100.) The maximum age and job allocations for "third-way" students were also reduced.

Since the first students under the programme arrived only this year, it is too early to judge their success according to ENA Secretary General Robert Cheller. Nevertheless, he says, thus far: "Things have gone well. We haven't had any problems. They seem to fit in well with the other students."

The ease with which the new students have been accepted may, however, reflect the degree to which they

resemble their conventionally-chosen classmates. Most already have university degrees, and only one or two are former workers. The sharpest difference is political: eight of the ten are from organizations identified with the left.

While the creation of the new entry route generated the most heat, M. Le Pors' changes in the regime governing the "internal" (civil servants) exam are likely to have a greater impact on the ENA. He issued regulations requiring five years' "effective service" to sit the exam, eliminating the "false functionaries" who have dominated the competition. The generally well-regarded move significantly broadens career horizons for lower-ranking public servants, particularly since M. Le Pors increased the number of places offered them by a third.

Though outsiders' attention has focused on the admissions reforms, important changes in the content and structure of civil service training are also being made or contemplated.

The ENA's goal has always been a school of applied knowledge, and its courses are divided roughly half-and-half between classroom work and internships. The "common trunk" of required subjects includes the preparation of administrative documents, economics, international relations, social problems, languages, and computing.

Since the change of government, the separate selection and study programmes for economists and administrators have been eliminated, and there is an

increasing stress on public administration and history. Efforts are also made to make studies more practical: the school is trying to tie internships or to request particular internships to examine particular problems.

Besides the watchful encouragement of M. Le Pors, these changes reflect the influence of the school's new director, Simon Nora. A widely respected reformist technocrat, he held high positions under Pierre Mendès-France and Charles de Gaulle. M. Nora was appointed in 1982 to oversee the reform of the ENA.

While curriculum changes are presently the order of the day, the more extensive changes of all are still under consideration. Alongside the long-standing concern at the over-representation of Parisians and Sciences-Po graduates at the ENA has come a new and urgent need: to train civil servants for the decentralized government structures created by M. Mitterrand's government. Consequently, major alterations in the relationship of the ENA and its feeder institutions may be in prospect.

The main talking point is the 1984 report of a commission appointed by M. Le Pors, which proposed turning Sciences-Po and several smaller universities into regional institutes of administration. With their general research and teaching functions hived-off, the institutes would offer preparatory courses for administrative competitions to university graduates and civil servants alike. Those who failed the ENA exam could still receive advanced administrative training in the regional centres, with prospects of posts either in the regions or in Paris.

For British observers, the French discussions on the future of the ENA will sound much like the debates about the 1967 Fulton report on civil service training in the United Kingdom. Broadening the social, educational and political base of recruitment, improving promotion prospects within the public service, and increasing technical and management expertise were all concerns of the Fulton committee. If it remains true that a French civil service recruit is likely to have been an economist while his British peer may have read *Grete*, the combination of work experience and Civil Service College training the latter will resemble more closely the ENA than the tradition of "the gifted amateur".

Like their British counterparts, however, the French reformers have discovered the difficulty of pushing through changes which go against the corporate interests of civil servants.

More fundamentally, the position of the administrative "mandarin" is based upon their complex technical roles in the administration of a welfare state, which make it hard to avoid relatively elitist criteria in selection. "If one has a competition, one runs it according to university or academic-type criteria," notes Hervé Fobert, Aubrey of the association of former ENA students.

University. So he is likely to begin his task with considerable sympathy for the report's ideals.

Mrs Blackburn is to head a third working party on organizational changes necessary to set up the new colleges. All three committees will have representatives of the main education groups on them and will have the chance to engage in independent inquiries, consider evidence, and respond from the community, and advise the coordinating committee, and thereby the government on action needed.

Although establishment of community colleges would be a new venture in Australia - they go beyond the present senior high schools in the Australian capital territory and Tasmania - there are parallels in the British tertiary colleges and the community colleges in America.

According to Mrs Blackburn and her co-writer, there are too many things wrong with the present system of upper secondary education for it to continue in its present form. More than 40 per cent of young Victorians drop out of school before the end of year 12, many have found it a destructive, alienating experience.

The encouragement of higher participation can be justified only if it is accompanied by radical changes in the provision made, the writers say. Equally, young people should be encouraged to remain in education because many will find no place in the work force.

The authors' comments about financial help for young people to remain in education have implications for the federal government. Implications is to become the socially preferred activity for 15-19-year-olds; financial support for young people should be set up in ways which encourage rather than discourage participation in it, they write. "This is not the case at present, since unemployment benefits are higher and available on much easier terms than are available to students."

They argue that this anomaly needs to be rectified urgently.

Patricia Santinelli looks at how YTS has affected Bedford College of Higher Education

Experience which worked both ways

Last Friday Bedfordshire County's Youth Training Group - a partnership of industry and education - began a crucial exercise in providing information on and recruiting young people to the Youth Training Scheme.

The evening event which was held at Bedford College of Higher Education was aimed not only at 16 to 17-year-olds themselves, but also at their parents, and is designed to demonstrate the wide range of opportunities that exist under YTS.

The timing was vital in that the group hoped to attract not only Easter school-leavers, but those about to leave this month after taking their CSEs, as well as those taking O levels in June.

The exercise is also crucial in that it will provide a good indicator of how many youngsters are likely to come onto YTS this year. A not unimportant factor, considering the disastrous national shortfall in 1983/84, which left Bedfordshire meeting only 70 per cent of its target.

Speaking about the shortfall, Ms Jenny Shackleton, the county's YTS coordinator, said that obviously next year they hoped to attract more young people - not so much the unemployed, the majority of whom were already in their net, but employed youngsters. Of course, this was very dependent on employers.

Bedfordshire has a mixed unemployment profile. Bedford is characteristic of the south east, but there are black spots in Luton and Dunstable, and relatively little unemployment in the rural areas. The number of 16 to 19-year-olds in the county is now around 1,200 mainly young people who are not eligible for YTS.

Altogether, there was a cumulative enrolment to YTS by the end of March of over 3,300 youngsters, but young people currently on the programme at the same time amount to approximately 2,500.

The county has not only the advantage of good relations with its Manpower Services Commission local office, but also having had a test bed for the scheme in South Bedfordshire which provided pointers for future developments.

This together with the dynamism of its county coordinator, is widely regarded as having enabled Bedfordshire to be further ahead organizationally and in curriculum terms than many other neighbouring counties.

One of the major centres for YTS with 800 trainees on both Mode A and Mode B schemes is Bedfordshire College of Higher Education where a quiet and unexpected revolution, which many eventually affect every part of the institution, has been triggered off by the scheme.

For example, as a result of YTS, the college has now adopted a student-centred approach to the curriculum in most courses, barriers between the various schools have been broken down and a major staff development initiative is going ahead. Wide ranging contacts with industry are being developed which are affecting input to all courses, and a new unit has been set up in an industrial environment at Biggleswade, which may well become a permanent part of the college.

These changes are even more surprising, as initially members of staff were apprehensive at the prospect of YTS trainees, whom many feared would be nothing but a "bunch of hoodlums". They now admit to having been pleasantly surprised that YTS trainees were after all not so different from their normal intake, even though some have serious problems.

The majority of Bedford College YTS trainees are on Mode A schemes for which the college provides off-job training in most of the occupations.

This is done on behalf of the Youth Training Group (or LEA Consortium) and other managing agents such as the Construction Industry Training Board which uses YTS as the first year of its apprenticeship training, as well as a number of companies like the Link Organisation, Granada and Texas Instruments.

Major employers in the county are in the electricity, light engineering, construction and growing sectors in the district, office, business and information processing services, thus providing a very mixed occupational picture.

The college also operates as a Mode B managing agent, which means it takes total responsibility for providing induction, further education, training and work experience for around 190 youngsters.

Mr Eddie Hackworth, the college's YTS coordinator, says the Mode B group comprises many disadvantaged young people within the community, ranging from handicapped and mentally handicapped as well as special needs youngsters. It also includes a very high proportion of ethnic minorities - Indian, Asian and West Indians - which form about 11 per cent of Bedfordshire's population.

Mr Hackworth points out that their heavy representation on Mode B reflects the employment patterns in Bedfordshire in that this group finds it most difficult to get jobs, and for the same reason rarely figures on Mode A schemes due to employers' prejudices.

He says, for example because of their different culture, West Indian youngsters have problems relating to female tutors, and often give the wrong impression to employers because of their appearance and attitudes.

"Basically we have to advise them to change, but it always feels unpleasantly like social engineering. Some refuse to, but others eventually recognize that they will have to if they want a job," Mr Hackworth says.

He stresses that youngsters on Mode B present a range of problems with 25 per cent of them unemployed under normal conditions, because they could not concentrate long enough to get to work on time.

"Their self-discipline is at a very low level, and they cannot express themselves verbally. Recently one youngster was so frustrated by this, that when forced to return to employers where he was unhappy, ended up by throwing a brick at their building."

Another aspect is that many youngsters have unrealistic expectations, such as wanting to be managing directors. Very often after a few weeks they decide they do not like their work experience and this has to be rehought. In addition, the fact that they do not get a salary is often a strong disincentive.

Such youngsters have been instrumental in revolutionizing the college's approach to their students. For example the care and counselling they have made teachers rethink their attitude to other groups apart from YTS trainees, while the whole philosophy of YTS being student-centred is making staff reexamine their methods, and the content of their courses far more closely, and with greater enthusiasm apparently than they had for technician education courses.

YTS has also resulted in breaking down the barriers between the five schools in the college, for although each school has retained a separate identity, they work closely together to provide a servicing network.

The schools involved are building, engineering, business and management studies, science and mathematics and the school of social services studies which is responsible for the management of the Mode B scheme at the two sites, Mander and Biggleswade, where YTS training is taking place, in the college.

Altogether there are some 30 full time staff involved on YTS, but this adds up to 60 if staff teaching across both YTS and other courses are counted, as well as non-teaching staff. Working in teams and across boundaries led to natural staff development.

But in addition the county has allocated £80,000 in its budget as part of the costing of YTS courses for staff of the county.

The new links created with industry and employers as a result of YTS have also given staff greater insight, again not only of what is needed on the ground but on their other courses as well.

Eddie Hackworth says, however, that they would like even greater contact with employers, and find many agents are a barrier which often prevents the college telling a company the exact stage a trainee has reached and the high level of work he or she can do.

He points out that employers are now complaining that YTS trainees get a better deal than their normal intake, with double the training and more care and counselling. "But what they don't realize is that they should be doing more for their employers. Some have a very short term view and seem to think they are doing the college and young people a favour," he says.

Another major result of YTS has been the creation of the Biggleswade unit, specifically for those youngsters who could not travel to the Mander site and would therefore not join YTS. The unit is based in an industrial location with the direct aim of strengthening links with employers. Once a week "bigwigs" from the companies on the site come to have lunch at the unit, prepared by YTS trainees on catering courses, and this has helped to cement relationships.

Biggleswade operates both as a Mode B managing agent and does off the job training for Mode A in a full range of employment - shops office, work, garage work, factory work and computers.



A partnership of industry and education

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In particular the unit has developed the concept of a multiskilled workshop which Eddie Hackworth would like to see on the Mander site saying that it is "more flexible than an Access card".

The workshop enables students to do painting, decorating, working on cars, woodwork, electronics and engineering, while being supervised by only one tutor in an open environment. Moreover the workshop can be altered overnight to become a specific area for one of those fields.

Bedford College, whose work ranges from degree to non-advanced further education courses, took the decision to become involved in the YTS for three reasons. The college had dealt with young people on the Youth Opportunities Programme, so this was a natural follow-on.

Secondly, it felt it had a social responsibility to do so as unemployment in the county rose, and there was no other institution in the area which could undertake the work.

Thirdly, it had a very good practical reason in the falling number of apprentices which had meant that many departments were likely to have fewer student numbers on their courses, and had therefore some spare capacity.

The college, like many other institutions, had a struggle at the beginning to adapt to YTS because of the need to develop and implement the scheme so rapidly. Some of the problems still remain, such as lack of time and the college's extended year.

But Dr Derek Lyne, the principal of the college, says the appointment of Eddie Hackworth, a principal lecturer in the engineering department, with special responsibility for YTS, and YTS college coordinator, has changed the whole ethos of the scheme, as well as staff attitudes.

"In fact it has been a remarkable 12 months for the development of confidence both among tutors and young people, in spite of the problems," he said. "My feedback is that young people can see the point of YTS and initially certainly were more interested in the training than finding jobs, although this may have changed a social and life skills class at Biggleswade 1980-81, while other than getting a job was paramount, and many were well-

that the actual teaching is easy and that staff feel it is counselling and care, as well as the enormous amount of paperwork, that is taking up time.

Staff in the school of social services studies agree and say that the bureaucracy is horrendous and that it is not considered you are doing your job unless you fill in masses of forms.

One problem which has remained for the staff has been the extended year. This demands miracles of scheduling to accommodate the wishes of employers. For example YTS trainees on retail courses must be in shops on Fridays - not the college. Most young people apart from those on agricultural courses tend to be in college during the summer vacations.

This has required a great deal of commitment on the part of staff, many of whom have worked during their summer holidays, taking the time off in other periods. But this is only possible for those solely teaching on YTS. For those teaching on other courses as well, it creates great difficulties. The local authority is currently negotiating a deal with the trade unions to resolve the problem.

Another problem which was highlighted by Dr Keith Gardner, the head of the engineering school and a leading light in YTS in the college, was that there was simply no time for long term planning because one was reacting all the time to rapid changes, and the conflicting demands of the MSC nationally and locally.

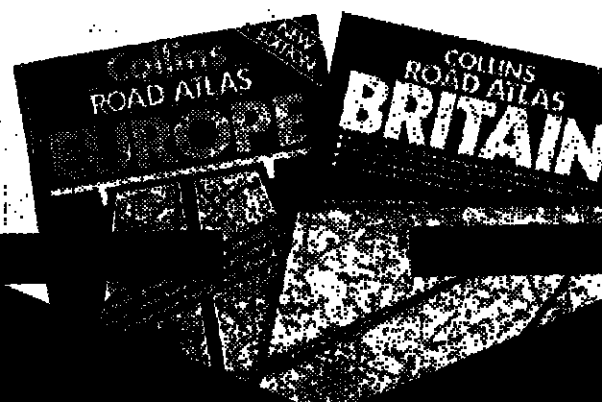
Among the major issues which remain for the college in YTS is the planned work experience. Employers are giving young people work experience, but this has no structure, and therefore is not as effective as it should be.

Jenny Shackleton says that for the county, one of the major issues is examining the value of YTS for other areas of non-advanced further education as well as getting the system right and getting even more out of work-places.

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Ernest Boyer



Maintaining the momentum in the push for excellence

Twelve months have passed since the National Commission on Excellence in Education issued its report, *A nation at risk*. That report struck with megaton force: "... The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people." The report continued: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

The national commission report generated a storm of reaction and response. Some people were horrified. "How could this be?" Others seemed almost gratified: "We told you so."

The resultant national debate was fed not only by the alleged rising tide of mediocrity but also by a flood of other reports.

Now, a year later, it may be somewhat easier to sort out the issues in this debate, to put things into perspective and to sketch several tentative conclusions about what the so-called great debate has brought us and where we may be headed.

Recently, in the national education journal *Phi Delta Kappan*, I presented what seemed to me to be noteworthy achievements that have occurred — I looked at some of the disappointments and concerns. First, the obvious: 1983 was a very special year because, after more than a decade of neglect, education became a top priority again. The schools were nearly everybody's candidate for reform.

President Reagan vowed to keep education high on the national agenda in the forthcoming presidential campaign. All his rivals for the presidency advanced their own remedies for education's ailments. Thirty governors organized task forces on the schools, as did counties and school districts, superintendents and school boards. Whatever the eventual outcome of all of this upheaval, education in America is not now being ignored, taken for granted or mindlessly condemned. That alone is an achievement. Education matters once again.

Another achievement worth saluting is the involvement of state political and corporate leaders in the recent push for school improvement. The task force on education for economic growth, headed by Governor James Hunt of North Carolina, captured the spirit of the new business/political alliance by focusing on the connection between education and economic growth. Even during the post-Sputnik days, when education reform was the byword, the corporate sector was not so actively involved in education as it is today. Nor were governors then so aggressively committed to reform.

Happily, America has no czar to set standards and measure compliance. Instead we have 50 states and 16,000 school districts establishing policies for education and monitoring results. It is here, at the state and local levels, that the battle for excellence will be won or lost. And that is why state and private sector leadership is of special significance to the great education debate of 1983.

The contribution of higher education should also be noted. Presidents of our most prestigious universities have been speaking out for public education. Academic leaders have served on national commissions, contributing their time and sharing their influence and ideas. The importance of school/college collaboration has been driven home.

We do not have as many scholars involved in school reform today as was the case after Sputnik — shaping the

new English, the new biology, the new maths. But school/college connections have been strengthened at the administrative level.

I have been equally impressed by the turnaround in the public attitude towards teachers. For decades teachers have been portrayed as ill-prepared, self-serving people who cared less about students than about salary increments and privileges. Suddenly, teachers are being viewed in a more realistic and more sympathetic light.

Another significant outcome of the great debate of 1983 has been the renewed interest in the purposes of education. The Carnegie report on high schools declares that "the first essential step is to clarify the goals of education." To be effective, high schools must have a sense of purpose, with teachers, students, administrators, and parents sharing a vision of what they are trying to accomplish. The healthy debate over the curriculum is also encouraging. For the first time in several decades, the curriculum is being thoughtfully examined. Priorities are being established.

Two different positions characterize the current curriculum discussions. One centres on a humanistic approach to education and its outcomes — the other on an economic approach, with emphasis on the nation's competitive advantage in the so-called high-tech race. Remarkably, both approaches appear to be primarily concerned with strengthening the core requirements of schooling. But the long-term consequences for education will depend on which approach prevails.

The studies of schooling have also reaffirmed the importance of leadership. For years, studies have pointed to the pivotal role of the principal in bringing about more effective schools. Our own field studies support these findings. There is also a dark lining to the silver cloud. Perhaps the most serious shortcoming of most of the reports is their failure to confront adequately the crisis facing our most disadvantaged students. During our own study I was deeply troubled that some of our public schools seemed to differ from the others not just in degree, but in kind.

Also, there is an indication from many of the reports enacted thus far seem to focus on "the system", not the school. Reports by national and state commissions can highlight problems. State legislators can define teacher requirements and minimum academic requirements. In the end, however, the struggle for quality will be won or lost in the classrooms, in the quality of the relationship between teachers and students.

Consider, then, the cost and time required to achieve the goals of comprehensive school reform. It is comparable to those of the moon project. It will take five to ten years for the reforms to really transform the schools.

Can we hold the attention of legislators, given competing pressures from health services and other serious and compelling social needs? Or the attention of the public, as it sees that the problems occur among that segment of society with the least influence and money? If we're going to give the best education to everyone, it is going to take a sustained commitment.

Educators are by nature optimistic. And while our push for excellence has just begun, there is reason to believe that the momentum will persist. This is, I feel, a time for cautious celebration.

Beating the retreat

John Calder pays tribute to Alexander Trocchi, the 1960s writer and translator with a rare sense of style

The death of Alexander Trocchi last month at the age of 59 is a reminder of how far we have come from the 1960s. Trocchi first came to prominence in the United States through his novel *Cain's Book* and later became known in his native Britain as the principal homegrown "Beat" writer. A heroin addict since the 1950s and an advocate of drugs as a means to greater awareness of the reality of the world, he effectively stopped writing in the early 1960s although he was able to function in other ways, mainly as a rare book dealer. Trocchi's health had been bad for some time and he probably outlived his expectancy by at least a decade.

Born in Glasgow in 1925 of a Scottish mother and an Italian immigrant father, he went on to Glasgow University where he so impressed his professors that they obtained a grant for him to travel and write. He moved to Paris where he fell in with a group of expatriate British and American writers and artists, including Christopher Logue, Patric Bowles, Richard Seaver, Norman Rubington and others. Together they edited the magazine *Merlin* and Trocchi was for a while editor of *Paris Quarterly*. They were largely sustained by the new publishing house Olympia Press which Maurice Girodias had started after the war to take the place of his deceased father's Obelisk Press, which had been acquired by Editions de Ceneo. Girodias had a ready market for erotica with American GIs and English-speaking tourists in Europe and he censored pornographic writers living in Paris.

Although much of Olympia's output was worthless except as titillation, much of literary value emerged from Trocchi, Rubington, Meeske, Logue and others, while, through the persuasion of *Merlin*, Girodias published *Beat* and *Molloy*, the latter in a translation jointly by Patrick Bowles and Trocchi himself; he also commissioned English translations of novels by Genet and Quenau. Later, he was the natural publisher for such controversial works as J. P. Donleavy's *The Ginger Man*, Vladimir Nabokov's *Lolita* and William Burroughs's *The Naked Lunch*. Among the novels Trocchi wrote for Girodias were *Helen and Desire*, *School for Sin* and *Saga of Lesbos*. The early section of the Glasgow edition of *Beat* and the Glasgow edition of *Beat* were known as a boy with their community solidarity, amorality and attitudes and razor blades. Olympia also published his first serious novel *Young Adam* (which I recently republished in Britain), a psychological thriller set on the canal between Glasgow and Edinburgh, a novel which in its method anticipates the *nouveau roman*.

After Paris Trocchi moved to New York, where he lived for a time on a scow on the Hudson river, the locale of *Cain's Book*, which was published as a paperback, original by Grove Press there and became a best seller. By this time Trocchi had identified himself with Burroughs, Ginsberg, Kerouac, Corso and the beat writers who, based largely in their colony in San Francisco, were challenging the values of American capitalist civilization. Revolting against a society almost entirely concerned with money and consumption, the Beats took their subject matter from the world of American failures, drug, drop-out and contemporary bohemia. Trocchi, however, was the bohemianism of Mark Twain and Whitman, the folk-lore of the urban proletariat and of rural folk music; he played a part in the movement which university students in particular supported widely.

Homosexuality, feminism, pot smoking, being fashionable and the taking of hard drugs and LSD are the ingredients of perception, although illegality was marginally frowned upon until widespread use by impressionistic young people had spelled out the danger. Unlike Burroughs, who used



Trocchi: claimed hard drugs were beneficial to him

drug culture as a metaphor for the illnesses of society as a whole and warned strongly against risking addiction, Trocchi always claimed that drugs had been beneficial to him and claimed that the individual should be free to make his or her own choice without risk of prosecution.

When *Cain's Book* was prosecuted in Sheffield, one of a large haul of books seized by police from a local bookseller, I decided in the heady libertarian climate of the 1960s that it should be defended. It was Trocchi himself, who severely damaged the defence's case by refusing to condemn the taking of hard drugs and rather than admitting that books inform rather than instruct, declared that had he thought his books could not influence behaviour, he would not have troubled to write them. The appeal court upheld the conviction and brought a new concept into British law, that descriptions of drug-taking fell into the category of literature that could "corrupt and deprave" the reader. In theory, the writings of de Quincey, Huxley, Michaux and even Conan Doyle are prosecutable as a result.

In 1962 I organized a writers' conference inside the framework of the Edinburgh Festival at the university's McEwan Hall and on the second day the proceedings over to a discussion of Scottish literature. It had never occurred to me that other writers attending that day and had planned a platform of Scottish writers only, of whom Trocchi alone, having for years lived abroad, was unfamiliar to the other Scots, though well known to the Americans. In the event, all the foreign writers turned up on the Scottish day and took an active part in what became a discussion of nationalism. The greatest heat came from an exchange between Trocchi and Hugh MacDiarmid; the latter had read Trocchi and had gathered that free sexuality and drug-taking were central to his work and so launched an all-out attack on literature that was not committed to the betterment of mankind in political terms; it could perhaps be discerned that Trocchi's greater sin in MacDiarmid's eyes lay in having left Scotland to become an internationalist rather than a Scottish, bohemian writer. MacDiarmid, was, after all, a bohemian poet. Trocchi's counter-attack on the parochialism of Scottish writing made the Edinburgh front pages and was widely reported elsewhere. In the event, he found himself in the same camp as the best European and American novelists, whereas MacDiarmid found his support from the official delegates of continental countries.

Trocchi described himself as the "common man of inner space" and formed a movement called Sigma to change attitudes and accomplish the coup d'état. What Sigma was really about was unclear to all except a few devotees, but it gave Trocchi a sense

to avoid getting on with a second *Cain's Book*. After 1962 his long work consisted only of articles and translations together with a small collection of poems. He was an excellent translator and his ability to catch English a French writer's style gave good indication of the talent he had wasted. Although he drifted into active obscurity in Britain and the United States, he has remained a literary force to the dissident young in many parts of Europe while *Cain's Book* remains a prime example of British Beat writing. The 1960s were in many ways a time of unreality. The war was forgotten and a new young generation had come into its own, affluent as never before, breaking down the mores of traditional society, avid for pleasure and contemptuous of restraints. The political 1950s had faded in memory, literary wars did not concern British and Americans from censorship, sexual mores and the standards of an older generation seemed destined to be broken to ever greater freedom and affluence.

But it was not a good time for the arts in spite of the generous new levels of subsidy; they flourished, but no one dared criticize standards and what that obscured better work that had become unfashionable. The British theatre began to improve intellectually after the 1960s when the Brenton, Barrie, Edgar, Hare generation emerged as a response to a world tilting to the right and downward economically. Radical ideas then became less chic and literary standards improved. Alexander Trocchi flourished as a guru in the 1960s, a period tolerant of his addiction, supported by a National Health Service that proffered to supply regular addicts than let crime syndicates do. His writing days were over. His Paris colleagues from *Merlin* went on to careers in poetry, publishing and the media. Of the Beats only Burroughs and Ginsberg were to grow in reputation after the 1960s, while Samuel Beckett, whose reputation in English, Trocchi, through Ginsberg, did much to foster, won the Nobel Prize in 1969 and went on to become the dominant literary figure he is today.

Alexander Trocchi has left only a small body of work behind him and that of mixed quality. The best is his good. It now remains to look again at the commercial work of the 1960s to see what can be saved and re-edited from it. It is not as a commentator on inner space that Trocchi has a chance of being remembered, but as a descriptive writer able to create an ambience, possessing a rare sense of style. He might have become the outstanding British writer of his generation but was destroyed by his addiction. He proved to my satisfaction at least, that there is no greater danger to real creativity than drug dependency which warps the mind but removes the will and ability to work.

The author is head of the publishing house, John Calder Books.

A matter of mind over mythology

Can there be a science of society? Steve Taylor takes a fresh look at the work of Emile Durkheim

With a few exceptions, analysis of Emile Durkheim is moribund. His contribution is seen in essentially historical terms. It is as if modern sociology, often as an act of unthinking ritual, still feels obliged to pay its respects to Durkheim before politely bidding him farewell. There seems to be a general consensus that, in one way or another, we have now "gone beyond" the kinds of issues with which he was concerned.

Perhaps the main reason for this belief is that Durkheim's work is commonly interpreted in terms of a series of mythologies which seem to have become ingrained into the folk lore of sociology. The most pervasive of these is that Durkheim's work in general, and his most famous book *Suicide* in particular, laid the foundations for modern positivist sociology.

Positivism is, of course, often used loosely and usually as a term of abuse. But it may properly be defined as a philosophical position embodying an ontology grounded in nominalism and phenomenism; an epistemology holding that the only certain knowledge we can obtain comes from observation or experience, and a variety of methodologies based on a belief in the unified logic of scientific practice.

In important respects Durkheim's work expressed opposition to this position. For him, a social fact was not nominal but holistic, trans-subjective and, above all, it was real. Thus Durkheim sought to explain the stable relationships between suicide and rates of external association in terms of another order of social facts, and sociological currents, stemming from collective social life. This imbalance of egoism, altruism, anomie and fatalism could not be experienced by sensory perception, but had to be penetrated by special (ie Durkheimian) rules and methods.

It is surely curious, and it should certainly have struck the many writers who label Durkheim a positivist as curious, that not even in *Suicide* do we find, for example, the fact-value distinction or the distinction between theoretical and observational categories that characterize positivist works. Whereas we do find Durkheim concerned with the explanation of meaningful and ideal, as opposed to purely behavioural and physicalistic, social life.

Just as Durkheim's desire to create a science of society is normally interpreted as a commitment to positivism, so his concern to establish the boundaries of social reality is usually seen as a crude anti-psychological social determinism. In fact Durkheim was not opposed to psychology; he was interested in it and contributed to its debates himself. His opposition was to individualistic explanation. This is not a criticism of studying "the individual" (ie not opposed to "the social"). Among other things, it is a criticism of not studying the individual.

Durkheim made this quite clear in his response to Tarde's individualism when he complained that "it was bold and all contemporary psychology... has profound depths inaccessible to ordinary perception, to which we attain only gradually by complicated paths like those employed by the sciences of the external world". In this respect Durkheim had far more in common with Freud than with those empiricist orientated sociologists apparently following in his tradition.

It is similarly misleading to equate Durkheim's use of structures with that of the functionalism that examines the invariant relations between the observable parts of a social system. Durkheim was concerned with the theoretical analysis of the structures that he beheld and generate observable phenomena.

In this sense Durkheim has far more in common with (realist) structuralism than with (nominalist) functionalism. Durkheimian sociology sets out to try to show that societies were really more than the sum of their parts, while functionalism, in contrast, make no such claim and confine themselves to



Durkheim: wanted science of society

the relationships between the apparent and observable parts of society.

Underpinning all Durkheim's work is the recurring question of whether or not there can be a science of society. He set out more clearly and coherently than any of the classical sociologists the problems that the discipline must overcome in order to achieve this objective, and his book *Suicide* probably represents his most spectacular attempt to overcome these problems. What characterized Durkheimian sociology, and distinguished it from positivism or German idealism, was the insistence that sociology would make little or no progress without the recognition that society was an irreducible reality in itself. In this context later writers, such as Lukes, have complained that Durkheim's references to forces and currents acting on individuals was inappropriate analogical language.

However, given Durkheim's intentions as opposed to the empiricists who followed him, it was distinctly appropriate. His concepts, he insisted, were not fictions, but realities. Here is his statement of the relationship between the collective consciousness and suicide: "It is not a mere metaphor to say each human society has a greater or lesser aptitude for suicide: the expression is based on the nature of things. Each social group really has a collective inclination for the act, quite its own, and the source of all individual inclination, rather than the result."

Now it is important to distinguish between two responses to Durkheim's work. It is one thing to question Durkheim's particular interpretation and alleged "demonstration" of social reality in terms of a collective consciousness, but it is quite another to dismiss his more general argument, his more fundamental point that, without some irreducible social reality to study, there can be no science of society.

Those who doubt this, Durkheim warned, and try to build explanations on the shifting sands of passing empirical associations or on individual consciousness, are in fact "robbing sociology of the only object proper to it". Yet this, of course, is precisely what later generations of sociologists have tended to do, including those studying suicide apparently in the Durkheimian tradition. As Creswell explained: "Durkheim's concept of the collective consciousness could now be supplanted by the term 'limiting factors' insight. Hence the possibility that the suicide rate for a particular group will reflect, to a measurable degree, changes in the composition of the group, for example, in proportions of sexes, races, and religions and different marital states."

"Progress" in sociology since Durkheim has, therefore, come from restricting the subject to either subjectively perceived empirical "realities" or, indistinctly, "the lay view of sociology, that it is, at best, a more systematic version of his own interpretation of the world".



is one the discipline is, apparently, content to embrace. The search for the generative mechanisms that might produce these empirical associations or subjective meanings has been ruled out of court by most sociologists and, thus, whatever the value of their work, it makes no logical sense to talk about it as social science.

Durkheim was aware of the sterility of such approaches and sought to avoid them. Hence his conception of sociology as the study of a social reality which exists over and above individuals and constrains their activities. But how are we to penetrate this social reality? And how are we to reveal its existence and its effects on individual activity? Its nature is not "given" to us by our mere participation as members of society. It is only revealed by theoretical analysis and scientific study. However, demonstration of its influences must transcend rationalist argument. Sociology, Durkheim said, "must become more than a new sort of philosophical literature."

This was the problem that Durkheim tried to resolve most dramatically in *Suicide*, by explaining the difference between suicide rates in terms of the balance between currents of egoism, altruism, anomie and fatalism. But, in undertaking this exercise, Durkheim tried to get the best of two contradictory worlds. Without appearing to relinquish his realism, he still maintained that we can know social reality exists by experiencing its effects. The stability of suicide rates, Durkheim claimed, even such an apparently individual action, even such an apparently "personal" act as suicide, is constrained by the moral quality of collective social life.

This claim is clearly at odds with the central theory of suicide which sees self destruction as the result of certain meaningful states (egoism or whiteness of the low suicide rate among Jews. The Jew is usually well educated, Jews therefore are not well educated, have a comparatively high suicide rate? No, said Durkheim, because education has a different meaning for the Jew. It does not undermine, but

rather is superimposed on, collective social beliefs.

While this explanation is quite consistent with Durkheim's general theory of suicide, which does not assume order at a nominal and phenomenal level, it is quite inconsistent with his claim that the theory is both derived from and proved by the data. Durkheim's more sophisticated empiricist critics have homes in on this. The theory is not really scientific, they claim, because in the final analysis, it refuses to submit itself to the empirical world for validation (or refutation).

In contrast, analysis of the work from a realist standpoint reveals more or less the opposite view of an essentially scientific work handicapped by a crude empiricist epistemology. Both critiques, however, demonstrate the inconsistencies and contradictions in Durkheim's work in terms of his own criteria for establishing a science of society.

For Durkheim the subject matter of sociology was, and indeed had to be, the irreducible reality of social life. This he located in the constraining moral force of collective representations. These forces, as we have already observed, were not mere descriptions of the material world, but *not* were they crystallizations of mind, of spirit, and divorced from the material world. Durkheim consistently tried to avoid both these positions which he explicitly identified as false, but (except in his rhetoric) he never managed to synthesize them. Rather, he vacillated between the two, the contradiction in *Suicide* identified above being an example of this.

As a synthesis was not achieved by Durkheim, we are entitled to ask just what these collective representations are and how they might be known. If they are reducible neither to matter nor to mind, their ontological status is, to say the least, ambiguous; and it follows that recourse to either experience or reason cannot demonstrate their existence.

Are we therefore justified in consigning Durkheim to an historical role? Have we subsequently resolved the problems he posed for sociology, or

rendered them irrelevant? It would seem, in general terms, that sociology's response to Durkheim's problem has been to retreat into schools of thought that cluster around and shut at each other from one or other of the poles of the realist-nominalist, materialist-idealist dilemmas that he tried to synthesize. We have, for example, the division between positivist and various interpretive approaches.

Both these approaches, however, share the positivist view of science and both have a commitment to empiricism of one sort or another. And it is the increasingly widespread disillusionment with empiricism in all its forms that has recently led to the pendulum beginning to swing back towards realism.

As Harre puts it: "Abandoning crude empiricism frees one to entertain the possibility that scientific theories could describe features of the world not given to immediate experience. It is I believe the only reasonable position for an epistemologist to take."

Of course, realism in itself hardly represents a solution to the Durkheim problem. While releasing us from the straitjacket of empiricism, it generates its own problems in relation to establishing a science of society. It directs attention back towards the Durkheimian position of establishing, in order for sociology to exist, properties of social life that are irreducible to their effects (expressed in individual actions). From this position social science involves the (theoretical) exercise of uncovering the generative structures that produce these observable effects.

However, having made this ontological leap, we are back with the epistemological problem of demonstrating the relationship between structure and effects. Well, we could predict outcomes.

But, as Bhaskar rightly observes, this option is not open to the social scientist. As he or she deals only with "open" systems, the social scientist is "denied decisive test situations", and social science must, therefore, be "explanatory and non-predictive".

What this means, although Bhaskar goes half way round the world to avoid actually saying it, is that we are back with rationalism. Now it may well be that rationalism as an epistemology is preferable to empiricism, and certainly the example of linguistics would suggest that it is the case, but a social science must provide more than rationalist explanation.

It was Durkheim's realization of this that led him back in the direction of empiricism. We have already observed the contradictions this produced in Durkheim's work but it is more important to grasp the problem that produced it, for it is a problem fundamental to social science and receives, perhaps, its clearest expression in Durkheim's work.

Assuming that the social scientist has not abandoned the question of epistemology then, the more he or she uses effects to demonstrate the existence of generative structures, then the more those structures are dissolved until, in the final analysis, they become mere manifestations of something more real. Alternatively, the more structures and effects are kept conceptually distinct, then the more the material world dissolves into a representation of the logical, deductive powers of the human mind and it is only reason that links explanatory structure to the real world.

Durkheim's desire to avoid both these positions led to vacillation and contradiction, but the tendency of more recent sociology to run into one or other of the cul-de-sacs he identified and sought to avoid hardly represents progress on our part. Science is neither the ordering of experience but the mind understanding itself, yet it is difficult for the social scientist to avoid one or other of these positions. Few have been more aware of this than Durkheim, and perhaps nowhere are the resulting tensions given clearer expression than in his work.

This is one of the reasons why Durkheim is so important to us. We should be prepared to read him much more carefully than we have done in the past and take up the challenge that his work offers to us for it would indeed be ironic if his pioneering work was not to be, after all, the birth of a science of society but rather its epitaph.

The author is lecturer in sociology at the London School of Economics. He has also written *Durkheim and the Study of Suicide*.

What industry is looking for from the universities

On launching science park ventures all universities have employed the services of an established property company using promotional literature to emphasize the most attractive features. But how important are these features as perceived by hard-headed companies in the business of maximising profits?

This question has been investigated by means of a questionnaire sent to science park companies. Although there are some 20 science parks either founded or planned in the UK only about a quarter of them are actually functionally established (excluding "commercial" parks).

The investigations covered 18 companies representing 57 per cent of the Cambridge and Heriot-Watt science park companies. Information from a third park failed to materialize. The response to the questionnaire's "Osgood-ranking" section identified the following company relocation decision-making criteria in descending order of importance:

- flexibility of accommodation provided
- park environment
- value of being associated with a university
- proximity of other high-technology companies
- communication links
- social environment
- close proximity to university skills and facilities
- trading links already established in area
- incentives provided

The questionnaire yielded additional background information:

For their publicists, science parks are a means of transferring scientific and technological knowledge from universities to the world of industry and commerce. For universities, the dilemma is that traditionally they have existed to further knowledge free from undue commercial concern. Although financial embarrassment may have modified this philosophy, as recently as March 1981 the president of Harvard, Derek Bok was asking: "could universities enter the market place without subverting their commitment to learning and discovery?"

The dilemma gives rise to financial sensibilities such as that illustrated by Daniel Steiner stating: "... we would prefer the use of the word benefit ... when speaking of profit in the context of a liaison which involved a \$23m research grant from the Monsanto Corporation."

A science park is defined as a site affording high technology firms close proximity and association with an academic establishment and access to its staff, equipment and facilities. The association is envisaged as extending beyond the specific utilization of expertise required by the advancement of a particular venture to the more informal exchanges which take place between people having a common wealth of knowledge and ideas. There are corollaries of the original concept which have produced a growing body of "pseudo-parks" thus "some people think that you can take the upwind end of an industrial estate, plant twice as many trees with half the factory density and call it a science park. This is a label like 'executive housing'. It has not much to do with science."

Science parks proper first originated in the USA where the Stanford Park, which serves to illustrate science park potential with its 80 firms and 26,000 employees, has celebrated its thirty-first birthday.

In the UK, Trinity College, Cambridge founded its science park ten years ago in order to "... take maximum advantage of the concentration of scientific expertise, equipment and libraries; and to increase the feedback of all kinds from industry into the Cambridge science complex". Heriot-Watt University, following closely on Trinity's heels, has celebrated the ninth year of its science park at Riccarton, just west of Edinburgh. The Riccarton park is perhaps more research oriented than some others in that it only permits scientific and technological research and limits production to prototypes and small scale operations.

These two ventures mark the beginning of the UK's exploitation of the commercial possibilities and demands for "relevance" and constraints on university funding have not detracted from the gathering impetus in this field. According to John Bradford of Trinity College, Cambridge, interaction between university and industry is the most important criterion; interaction being characterized as "... a means of transferring the most advanced scientific and technological knowledge from the purely academic context of the university laboratory to a more commercial and industrially-

Type of company located on science parks. Without exception the companies are high-technology enterprises. The companies surveyed covered a wide range of technologies including: biotechnology; electronics; information technology; instrumentation; laser technology; robotics; silicon technology. All except one of these areas - instrumentation - have now come under the wing of government and various incentives schemes; however, these probably had no bearing upon a company's decision to operate in a specific science park. New Companies. One of the much publicized attributes of a science park is that it provides an excellent starting point for new companies connected with original, high-technology products. An extension of this argument is that it also enables established companies to instigate new lines of work.

Constitution of board of directors. The companies polled had a total board membership of 82 and of these 60 per cent were considered by the respondents to be businessmen. Nearly 80 per cent of the companies had a larger proportion of businessmen than scientists in control and only one of the five companies embarking on new ventures had more scientists than businessmen on its board.

Reasons for relocation. New companies have the most obvious reason for locating on a science park in that they have no existing premises; five companies fall into this category. Of the remaining 13 categories, 10 had been forced into moving because their existing

premises were no longer suitable; three companies had no such reason but were sufficiently attracted to the science park to relocate there. Options considered besides moving to a park. Of the surveyed companies 39 per cent of them stated that their associated science park was the only option considered when a decision to relocate was taken. Of this figure, 42 per cent (17 per cent overall) were embarking upon new ventures. These responses also highlighted the science park's greatest competitor, namely the industrial estate. Of the companies that returned questionnaires, 45 per cent stated that they had also seriously considered moving to an industrial estate. Two companies separated operations from manufacturing to qualify for science park relocation. Three other companies preferred relocation on a science park to staying on in their otherwise adequate premises and two of these had boards dominated by scientists.

Amount of contact with university. None of the companies reported zero contact but a large proportion, 72 per cent, stated that their liaison with their associated university had been infrequent. In this sub-group, the average time spent by each company in consultation with members of the academic establishment was less than one hour per month. As one of the main stated criteria in setting up a science park is to promote and increase industry/university liaison, these figures are far removed from this particular objective.

Growth. Can be measured by two parameters: area occupied and number of employees. In companies had a start-up capital of \$99 million at an average of 33 per cent company. From start-up to January 1983 the firms had accrued a total of 272 extra employees representing an increase of 45.4 per cent and a current total of 871 employees. The average increase of employees per company was 15 individuals equating to an average growth in employee numbers of about 4 people per year per company. At this rate it would need 75,000 companies to reduce unemployment by 11 million over a five year term or governance.

The average increase of employees per company over this period was 15 individuals equating to an average growth in employee numbers of about 4 people per year per company. At this rate it would need 75,000 companies to reduce unemployment by 11 million over a five year term or governance.

The second facet of growth is the area occupied by the responding firms. The total area of the 18 responding firms was 262,484 square feet, giving an average of 14,582 square feet per company. This figure is somewhat distorted by the presence of four companies occupying over 20,000 square feet each and one company with a commission for a 116,000 square foot development.

If these firms are removed from the calculation, we get a more representative figure of 4,750 square feet per company with an average increase of 1,233 square feet per company.

firms on the Cambridge Science Park to give a total of 1152 jobs created in years of existence. If in the next five years, Cambridge and 20 other science parks were to achieve this rate of growth then 12,100 jobs would be created. This is not much more than tenth of the "Aston-Bright" prediction and worse is possible.

Overall, what has emerged is a rather circumscribed view of the effectiveness of science parks in Britain. For example we see that 72 per cent of companies are pre-established firms, 28 per cent as the true "birth rate" of firms on the science parks. The firms comprising this 28 per cent are all shoots of specific university departments and this results in a naturally strong symbiotic relationship between the two. In fact, within the sample of firms there are two identifiable types: the 72 per cent pre-established companies having little contact with the university (less than one per cent per month) and attaching little significance to university work opportunities. For its seventh position in the overall ranking of decision considerations; and the 28 per cent newly established companies which have a high degree of contact with the parent university department.

If this "newly established" category is isolated and examined as a separate sub-group, the ranking of the decision criteria changes in some important respects.

The emerging "profile" is much more closely aligned with the one projected by science park advocates. Although of "academic origin", all the firms are run on strict business lines and only one has more scientists than businessmen on its board. This is the category of firm which seems to offer the university the greatest association with creative development both in terms of high-technology and business practice and the best prospects of high returns on a contract basis. The typical firm is a small, innovative and flexible venture with roots in the university and ideally placed as a commercial outlet for the fruits of academic research.

However, in terms of company genesis, these new ventures give science parks a current average "creative efficiency" of not more than 30 per cent. To raise this efficiency, "appropriate provision" might be made to induce more spontaneous creations.

The "appropriate provisions" might take the form of small start-up capital, available on short term leases at reduced rates. Office facilities might be made available and the extra business guidance should be recognized. Although there is a range of Government incentive schemes for funding businesses none relate specifically to high-technology science parks and it might be worth placing the fulcrum of the financial lever closer to the job to be done.

A successful science park can bring benefits not just to the university but also to the community at large and possibly the creation of employment is the most newsworthy. The Aston science park brochure suggests its own target of 5000 new jobs within five years. If another 20 or so projected science parks were to match this effort there would be an extra 105,000 jobs created in that period which is a worthwhile contribution to employment, albeit less than a solution to the national problem. However, it is possible to make an alternative, though equally simple prediction by combining a current average firm size of 48 employees (see earlier) with the 24

In good company

A. Roberts and David Feber examine the links between universities and industry in Britain's science parks



Science parks take shape at Aston (left) and Bradford

productive environment."

On the available evidence, science park entry would seem to be for most firms a two step process in which the "high-tech" venture is first established and then relocated. For such firms, the establishment of the enterprise was completed without recourse to university knowledge, skills and facilities which together constitute the most publicized benefits of the science park.

It is only when there is a post-establishment need for high class, purpose designed accommodation with built-in extendability in a low density high-tech environment, attractively landscaped and linked in with a university's image of advanced learning and research, that the relocating firm looks favourably at the science park.

This behaviour is strikingly consistent with the marketing and recruiting policy of a well run, hard-headed business and this is how it is seen. Thus, despite the media publicity, explicit proximity to university resources has a low overall priority ranking only seventh out of nine listed decision criteria. The ratings were in fact significantly lower than the sixth placed option (social environment) by a large percentage of companies.

The findings also show that the adaptability of the buildings with a score 25 per cent higher than its nearest rival is easily the top consideration, on account of its functional importance. On the other hand, the other operational consideration, access to communication links, ranks only fifth. In between these two factors we find preferences for park environment, association with the name of a university and proximity to other high-technology companies.

These three features lend themselves well to the task of creating a prestigious marketing image and even social environment, which is not irrelevant to the same task, as a higher preference than university-re-

sources. The importance of providing, for example, a pleasant park environment might be measured by the £500,000 landscaping project commissioned by the Aztec West commercial park in Bristol.

University resources as a decision criterion is followed only by established local trading links (a very specific factor applicable to only two established companies) and financial incentives, which is unanimously ranked last.

The overall picture therefore seems to give no centrality to the instrumental university-industry link. In fact the science park might be misleadingly indicated by an industrial estate, a possibility which is supported by one managing director who says: "... science parks are simply industrial estates with high-grade accommodation ... the university connexion has been grossly overplayed by science park publicists ... links are tenuous".

The basic differences between university and industrial worlds are expanded in the observation that: "... most universities are not commercially minded enough to work comfortably with industry and the biggest criticism of all is that they do not comprehend the speed that industry has to work at ... the academic world tends to be rather slow, with no financial problems, whereas the business world, especially high-technology, necessities quick decisions because of economic and the continuous fear of technological obsolescence."

Science parks might be seen then as no more than upmarket versions of the industrial estates which are their main rivals. Thus the present investigation has shown that 45 per cent of the responding science park companies considered an industrial estate a possibility for relocation. Even if there is an element of prestige associated with a university, it seems possible for the best commercial estates to adapt their style sufficiently to become directly more competitive, making the relo-

cation market a very exacting place indeed.

In a Command Paper (1982), the Advisory Board for the University Grants Committee states that: "It appears that there is an increase of about £15m in universities' external income which cannot be accounted for by the changes in support from research councils, Government departments, charitable bodies, etc., and it may well be that a significant proportion of this has come from industry".

Following this statement, the paper points to science parks as a source of increased income to the university sector. Apart from rents and rates, the income also includes consultancy fees and research projects. Although pragmatic, which is not the language of the publicist, the science park can play some part in encouraging exchanges at the interface which amount to more than the inward flow of money. Thus the returns from science park companies indicated that 40 per cent of the total board membership was categorized as scientists, with only two firms having a preponderance of scientists to businessmen with no bankruptcies to date, the evidence is that the firms continue to be business-like and show no signs of reversion to academic "hobbyism".

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A. Roberts is a lecturer and David Feber a postgraduate student in the school of industrial technology, University of Bradford.

Thirty five years after the Berlin crisis, Avi Shlaim analyses its message of atomic diplomacy

As they look upon current Western policy towards the Soviet Union, old Cold War hands on both sides of the Atlantic experience unease which is not infrequently coupled with nostalgia. Under the leadership of President Harry Truman, Secretary of State George Marshall, Clement Attlee and Ernest Bevin, they feel, Western statesmen were marked by realism and vision, by consistency and resolution that are today all too conspicuous in their absence. Not only in the management of relations with the adversary but also in the conduct of alliance politics, the contemporary leaders of America and Britain are perceived as much less skilful and less sure-footed than their early postwar predecessors.

Whether or not this nostalgia is justified, there are certainly important lessons to be learnt from the Cold War for the conduct of Western policy in what is quickly becoming known as the New Cold War. That is why books on the international politics of the early postwar era, such as Daniel Yergin's *Shattered Peace* and Lord Bullock's biography of Ernest Bevin, should be required reading for present-day policy-makers.

The crisis precipitated by the Soviet blockade of the Western sectors of Berlin in the summer of 1948 was the most critical of the crises that made up the Cold War and it is also the most instructive because it was the first occasion on which the Western powers resorted to atomic diplomacy in order to check Soviet advances. Although America was the leading actor in the drama on the Western side, Britain played a major and decisive role in forging an overall policy of firmness in response to the Soviet challenge. Led by its staunchly anti-communist foreign secretary, Attlee's Labour Government took the initiative in formulating the basic Western decision to defend Berlin and in mounting the famous airlift to carry supplies to its inhabitants.

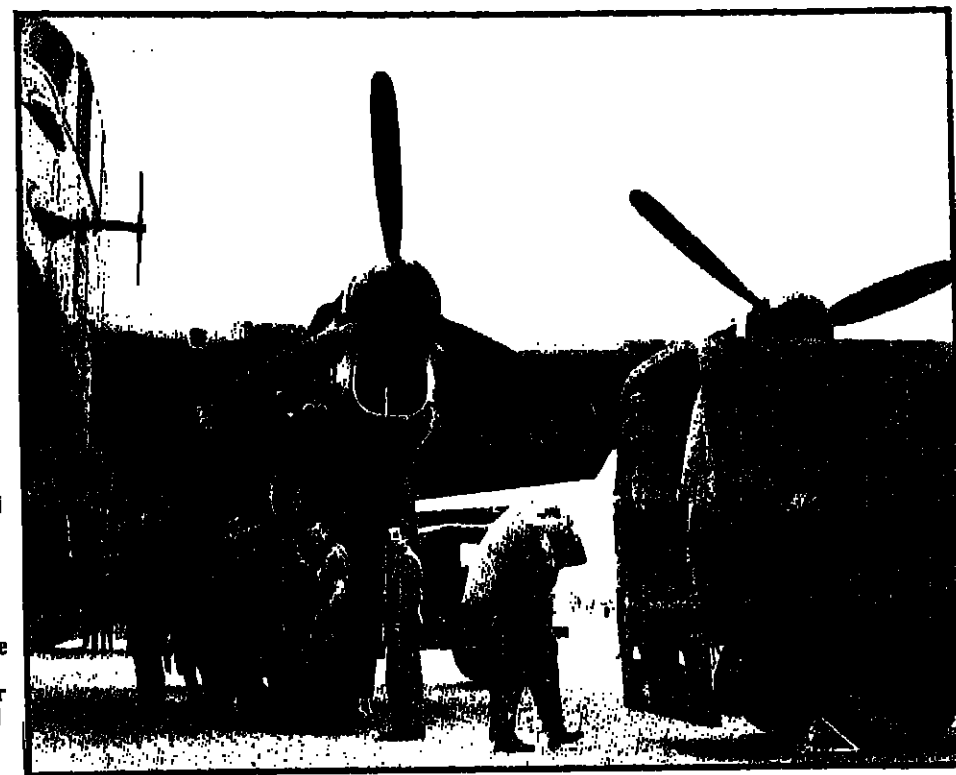
The airlift, however, was conceived as a temporary expedient to gain time and it was in any case precarious and highly vulnerable to Soviet interference in the air corridors. On the ground the token allied occupation forces were massively outnumbered by the Red Army. In any direct military contest they would have been wiped out before they could say *poliburo*.

At that time, however, America still possessed a monopoly over atomic weapons. This was the strongest card the joker in the pack, which was brought into play in order to offset Moscow's overwhelming superiority in conventional forces.

Winston Churchill was the first advocate of atomic blackmail for the purpose of turning the tables on the Soviets. In April 1948, soon after the "mini-blockade" had been set in motion, Churchill privately told the American ambassador to London that "if the Soviets develop the atomic bomb, we will become a certainty ... now is the time, promptly to tell the Soviets that if they do not retire from Berlin and abandon Eastern Germany, we will raise their cities".

It was further Churchill's view that one could not appease or conciliate the Soviets, that the only vocabulary they understood was force and that if, therefore, the allies took this position, the Soviets would yield. Churchill's proposal of overt atomic blackmail was considered unsound and impractical by the Americans and it fell on deaf

American and German workers unload bags of food flown into Tempelhof airfield by American Army transport planes during the Soviet blockade of Western zones of Berlin in 1948. The Russians closed the railway line for repairs and halted barge and road traffic.



Lessons for cold warriors

cars in London. Another high risk proposal for forcing an armed convoy along the highway to Berlin to smash its way through the Russian barriers were rejected by the British and American chiefs of staff as militarily unsound and politically undesirable. Interestingly, the only support for this course of action in the British Cabinet came from Aneurin Bevan, Labour's most extreme left-winger.

Bevin, without going to either of these extremes, impressed on the Americans that they should be in no hurry to negotiate, but should instead indicate their position by stepping up the airlift and by deploying B-29 bombers in Britain. He repeatedly expressed his government's readiness, even eagerness, to receive the bombers.

Throughout the world the B-29s were popularly known as the "atomic bombers" and their transfer to bases in England would have brought them within striking distance from Moscow. As they roared across the Atlantic, these B-29s signalled to the Russians that an attempt to seize West Berlin might provoke bomber raids into the Soviet Union. The hitherto implicit threat of nuclear retaliation as an alternative open to the embattled allies in the event of a Russian attack was now made more conspicuous, if not explicit.

On July 16, 1948 60 B-29s were transferred to Britain. The flight was accompanied by officially inspired rumours that the bombers were atomic-capable and that they were being moved to the Strategic Air Command which had the responsibility for delivering nuclear weapons.

Their arrival led to the establishment of the first US Strategic Air Command base in Britain - 35 years before Greenham Common became a household name. A comment in a

Soviet publication, repeatedly quoted by Churchill, that "the British Isles have now become an aircraft carrier" increased public awareness that Britain had put herself in the forefront of Western defence.

Only recently was it disclosed that the B-29s despatched to East Anglia did not carry any atomic bombs and, what is more surprising, the bombers themselves were not of the type that could deliver atomic bombs. B-29s of the modified type did not arrive in Britain until a year later.

There was thus an element of bluff in the improvised Anglo-American resort to atomic diplomacy at the height of the Berlin crisis. But the move evidently had the desired effect of deterring the Soviet Union from any further escalation of the crisis through the adoption of stronger measures such as buzzing transport aircraft in the air corridors to Berlin.

As far as the logistical side of stationing the B-29s in Britain was concerned, the Labour Government could not have been more hospitable or accommodating. Today, the deployment of cruise missiles on British soil is a matter of burning public interest and a powerful campaign for nuclear disarmament that has put the government on the defensive.

In 1948, by contrast, a Labour government provided the facilities which could be used for the launching of nuclear weapons from British soil without asking any questions, imposing conditions or even requiring that it should be consulted in the event of a decision to use them. A dual-key system was not only impossible given the primitive state of the nuclear technology of the time; it was also politically unnecessary in the context of intimacy and mutual trust that underpinned the "special relationship".

If the Americans chose to exploit the Berlin emergency to extend their

atomic perimeter around the borders of the USSR, and there is ample evidence to suggest that this was their intention, Bevin saw no reason to complain. At the time, the American stockpile of nuclear weapons, consisting of less than 50 bombs, some of which were later discovered to be unusable, was itself in a state of considerable disarray. Actual delivery of these unwieldy A-bombs would have taken the best part of a month, since both the unassembled bombs and the aircraft capable of delivering them could first have had to be moved from the United States to bases in England.

For Bevin the important point was to secure a permanent American military presence in the UK as a concrete token of American commitment to the defence of Western Europe. Like his nineteenth century predecessor Canning, he prided himself on having invoked the New World to redress the balance of the Old.

James Forrestal, the American secretary of defence, strongly favoured the B-29s transfer to Britain in the hope that they would become an accepted fixture. What troubled him was the thought that a war-weary British public might not sanction the use of the A-bomb against the Soviet Union in the event of war.

Attlee, however, put this fear to rest. "There is no division in the British public about the use of the atomic bomb," he told Forrestal. "They are all for its use. Even the Church is recent days had publicly taken this position."

In the end, the airlift and the threat of further escalation implicit in the forward deployment of America's nuclear striking force, induced the Soviets to lift the year-old blockade of Berlin. The West had won this crucial round of the Cold War.

But the utmost caution is called for in any attempt to apply the "lessons" of this early success to future nuclear crises because the conditions could

hardly be more dissimilar. The greatest difference is that until 1949 America enjoyed a monopoly of nuclear weapons whereas now it has to deal with the Soviet Union from a position of strategic parity. Nevertheless, identifying the principal ingredients of Western success in 1948 can serve as a useful general guide for crises management today when the threat of a nuclear conflagration looms ever larger.

It was essentially through a combination of good judgment and skilful use of the limited resources at their disposal that the Truman and Attlee governments carried the day. Their good judgment manifested itself in their ability to distinguish between central and peripheral threats to the security of the Western world and to concentrate on fending off the former. It was also reflected in their measured assessment of actual Soviet intentions on the basis of all the available evidence and the avoidance of simple stereotypes as a guide to action.

As far as the instruments of crisis management were concerned, they were fortunate in having at their disposal a range of capabilities which served to reinforce one another, in marked contrast to NATO's contemporary strategy whose heavy reliance on the nuclear end of the spectrum severely limits the options available to statesmen in times of crisis.

The early postwar leaders also understood the importance of diplomacy in dealing with an adversary and their diplomatic activity was orchestrated with implicit threats to use force within a coherent overall strategy for handling the crisis which Clausewitz would have found admirable. Moreover, resisting the temptation to get quick results, the Western leaders maintained a continuous and patient dialogue with Moscow which contributed in no small measure to the peaceful resolution of the crisis.

Two other important preconditions to the successful management of the Berlin crisis were the solid domestic consensus behind the firm stand of the American and British governments and the remarkably united front presented by those governments in all their dealings with the Soviets. Today, on the other hand, the two societies are bitterly divided internally over the nuclear issue while their leaders are prone to act unilaterally, not to say erratically, and to subordinate allied unity for the sake of short-term domestic political gains.

But the real secret of success lay in the fact that in 1948 Western leaders spoke softly and carried a big stick. Today there is a complete reversal of this wise rule of thumb: President Reagan and Mrs Thatcher speak very loudly and even threateningly to the Soviets while ceaselessly complaining that their nuclear stick is too short and too vulnerable and that they need a bigger stick.

Perhaps the misgivings felt by the old Cold Warriors as they contemplate the contemporary international scene, and the pride they take in the way in which atomic diplomacy was used to check Soviet encroachment on the vital interests of the Western world in their own days, are both equally justified after all.

The author is a lecturer in politics at the University of Reading. His book, *The United States and the Berlin Blockade, 1948-1949* was published by the University of California Press.

An aid to healthy minds

sense of envy at our excellent access to current journals and library facilities.

At the same time, many academics and professionals in developed countries have book shelves groaning with past issues of journals, which they are loathe to throw away, but cannot afford to bind. Unbound, it has little commercial value, and it is difficult to consult. Often the receipt of a journal is a prerequisite of membership of a learned or professional body, and perhaps it is kept in the library for some time in the future, there will be time to read every issue.

These problems are common enough for professional people in underdeveloped countries, but are even more troublesome for research workers, for whom the literature is the raw material of his or her livelihood.

The British Supporting Group of the World Medical Association is a ginger group composed of members of the British Medical Association, who are particularly concerned with international, ethical and moral aspects of medicine. For the past year, it has been running a journals scheme, which provides medical journals, such as the

British Medical Journal, *The Lancet*, *The Practitioner*, and other specialist journals to individual doctors in underdeveloped countries, and occasionally to libraries devastated by war.

In principle, the scheme is very economical. The British Supporting Group employs a part-time secretary to keep a list of doctors in Britain who are prepared to send the journals, and a second list of doctors who wish to receive them. After the British doctors have read their own journals, they enclose them in wrappers supplied by the British Supporting Group and send them abroad, at their own expense, to the doctors in need. At present, about 500 doctors are sending journals, mainly to India, Pakistan, Bangladesh, Ghana, Indonesia and Uganda. The British Supporting Group has offered to pay the postage, but few of the doctors have asked for reimbursement of this expense.

It should be noted that if a journal is provided as part of a member's subscription to a learned society, the member is not permitted to sell it for several years, or to donate it to a library - which usually has to pay much more for the journal than an individual does for his or her personal use.

Harold Hillman

The author is the honorary secretary of the British Supporting Group of the World Medical Association, and reader in physiology at the University of Surrey.

BOOKS

A missionary position

by Peter Clarke

The Bourgeois Experience: Victoria to Freud
Volume one: Education of the Senses
by Peter Gay
Oxford University Press, £18.50
ISBN 0 19 503352 3

Historians were long agreed that the proper study of mankind was man, by which they generally meant political man or public man. What was not proper was a study of private man or even more improper — man and woman. All that is changed. History now takes as its ambit the representative activities and prevailing concerns of ordinary people in past times. If most of them did not participate in great public events, what else can have preoccupied them? If they did not brood upon affairs of state, what was really on their minds? By adopting private instead of public perspectives, the focus has inevitably been shifted from politics to sex.

Professor Peter Gay's first book was a pathbreaking analysis of Edward Bernstein's revisionist approach to the Marxist political strategy of the German Social Democratic Party. Thirty years later he has come, via a monumental study of the Enlightenment, to confront the cultural history of the nineteenth-century bourgeoisie, with pride of place, in the first of five promised volumes, for sexuality.

The Bourgeois Experience begins, like a thousand undergraduate essays (though at greater length and with more erudition) by seeking to pin down what is understood by "bourgeois". This chapter is well entitled "The strain of definition". It is matched by another of a general introductory character, drawing upon recent work on West European and North American social history in the nineteenth century to suggest that this was indeed an age of change, indeed an age of transition, indeed an age of progress; but also of deep-seated anxiety, with the conclusion that "the nineteenth-century bourgeois mood was a mixture of helplessness and confidence." All this, however, is prolegomenon, and purposeful readers may well wish to start on page 71, with the introduction of Mabel Loomis Todd, and in a moment of fantasy on which the author sets "Mabel Loomis Dickinson". She is undoubtedly the heroine of the volume, not only appearing explicitly in her own right, but fondly and frequently recalled in allusion to corroborate her representative status.

The author is candid in admitting that "when the historian finds some-

one like Mabel Loomis Todd, leisurely and uninhibited enough to keep an exhaustive record of her erotic life and leave it to posterity intact, he can only express his gratitude and quote at length." We follow her initial tangles with the opposite sex in Washington, DC, until her marriage in March 1879, aged 22, to the astronomer David Todd. Their early marital adventures are well documented in her journal, not least the encounter of May 15, some two months after her marriage, which testified not only to their mutual rapture at the time but also, in due course, to the frailty of Mabel's theories about fertility. With her move to Amherst in 1881, when David was appointed director of the college observatory, her sentimental education progressed. Her attachment to Austin Dickinson, twice her age, brother of Emily, and treasurer of Amherst College, had become serious by September 1882 — "Rubicon", he recorded in his diary.

Pillars of local society, living in a respectable New England town at the height of the Victorian era, the Todds and Dickinson had made their bed and were determined to lie upon it. When Austin and Mabel were upstairs together, David would signal his return by whistling a "little tune", which stuck in his daughter's memory seventy years later. "I think we three would have no trouble in a house together in living as you and I should wish," Austin assured Mabel, who referred to each of them as her "owner". In her journal she declared: "David is large enough to see that if he does not answer to me at every point and another does it's not his fault, nor mine, nor the other's." As for the conventions of Amherst society, what social stigma could possibly have fallen upon a charming vivacious woman who brought to the town a chapter of the Daughters of the American Revolution and became its first Regent? Here, it seems, is powerful confirmation of Gay's hunch that the Victorian stereotype is seriously misleading.

And yet, the picture remains complex, ambiguous, inconsistent and, above all, obscure. The Todds' daughter, haunted by the "little tune", is shown growing up in a household with an unsavoury secret rather than enjoying a privileged exemption from bourgeois inhibitions. In this particular case, the ambiguity is well attested, but in arguing towards general conclusions it is the reluctance of the scattered sources which creates the trouble. Time and again, we are faced with the intractable problem of how to tease the significance from tantalizing scraps and fragments. Gay acknowledges in one instance that his own "psychoanalytic speculations may be plausible, though they throw more light on

Godfrey Cabot's peculiar needs than on the contours of bourgeois sexuality." Written from an avowed Freudian viewpoint, the book is an imaginative effort at reconstruction in an area of experience where the evidence is notoriously malleable. As in psychoanalysis itself, its verisimilitude often depends on postulating the correctness of the guiding theory.

For example, the author quotes the Swedish writer Victoria Benedictsson as saying that she dreaded only one thing: "to be deprived of!" But his bland inference — "We are entitled, I think, to complete that sentence: it was dreadful to be deprived of a penis, source and symbol of power" — will probably not convince those of his readers who started sceptical of Freud's axioms on penis envy. Armed with these analytical tools, it is wonderful what hidden meanings can be disclosed. Hoffmann's illustrated *Struwwelpeter* may have seemed a lighthearted cautionary tale about what happens to little boys if they suck their thumbs. But, we are advised, that "does not mean that the thought was not frightening — even, at some deep level, terrifying. Neither masturbation nor castration, however disguised, is really amusing." The author is indeed so adept at decoding this kind of suppressed message that at one point, in full gall, he reins back by interpolating his own note of qualification: "Anti-feminism, I repeat, was not solely a symptom of castration fears."

The problem of evidence is never far away. "Evasive and baffling as the quality of sexual experience must be to its historian, its quantity, the distribution and intensity of erotic pleasure and pain across culture, is more elusive, more baffling still." Gay has sought enlightenment in a most assiduous and catholic manner, as his wide range of citation from diaries, letters, biographies, novels, plays, poems and fine art demonstrates. He seems to have read everything, and his annotated bibliography is an intelligent guide to a vast body of historical literature. Where the direct record fails, he resorts ingeniously to indirect strategies, and his conception of the subject is nothing if not broad. Thus, while apologizing for a page or so on Victorian mortuaries — "The relevance of such horrifying, often unsavoury material to the education of the senses is not immediately apparent" — he none the less contrives to reiterate his desired point. Only connect, Mrs Beeton's invaluable advice on household management also yields its unsuspected harvest of implied sexual enlightenment, again spiced with the author's fair-minded caveats. "Isabella Beeton in the kitchen, then, was a long way from Mabel Todd in the bedroom. . . The girl who knew how to



"Woman's Mission: companion to manhood" by G. E. Hicks, 1863. From Vanda Foster's *A Visual History of Costume: the nineteenth century* (Batsford, £9.95).

castrate a lamb or carve a calf's head had not, with this, automatically mastered the varieties of sexual technique.

It must be said, too, that even when erotic subjects are explicitly addressed, the veil of language is not easily cast aside. Gay has found a good source in the Mosher Survey of 45 middle-class American women in the 1890s, and, moreover, one that he finds supportive. "Had any of them 'met Mabel Todd', he affirms, 'they would have had much to talk about and agree on.'" Their responses to Dr Mosher's questionnaire "are often single words or broken phrases; lyricism is rare and more often intimidated than exhibited." Gay comments: "All the better; it means that these respondents formulated their answers not by borrowing from poetry but by listening to experience." This seems eminently sensible, but it sits uneasily with another comment, only a few pages earlier, enjoining us to discount the "lyricism" of "borrowings from poetry" as mere "empty formulae".

And so we come full circle, back to the problem of evidence with which Peter Gay has grappled with such persistence and resource.

Dr Clarke is a fellow of St John's College, Cambridge.

Pattern of resistance

Record of a Life: an autobiographical sketch
by Georg Lukács
edited by István Eörsi
translated by Rodney Livingstone
Verso/NLB, £16.00 and \$4.95
ISBN 0 85001 071 7 and 771 1

Georg Lukács was not only a major intellectual figure of his age, whose rediscovery of Hegel and especially the theory of alienation in Marx liberated interpretations of Second Internationalist and aesthetic exercise a profound influence on both sides of the Iron Curtain. He was also a man of action at crucial points in the history of his native Hungary.

Born the son of a Jewish banker, Lukács was later to serve as one of the People's Commissars in Bela Kun's revolution of 1919, when he became involved in such mundane matters as the organization of provisions and the mail for the troops, as well as the attempted reorganization of artistic life along socialist lines. In exile in the 1920s and 1930s, a member of the Hungarian, Austrian and German

Communist Parties, narrowly avoiding the persecution of the Stalinist period, he returned to Hungary at the end of the Second World War and subsequently participated in the rise and fall of 1956 as Minister of Culture. The biography of such a man should surely tell us much about the intellectual and political ferment of Europe. Sadly this "autobiographical sketch" tells us less than it might.

This is partly because the sketch is in fact based on a series of interviews which Lukács gave in 1971 (supplemented by material from earlier interviews in 1962, when the philosopher's faculties were not so impaired by age) and is thus not tightly structured, though some chronological order has been imposed. A massive amount of the material relates to the personal relations between Lukács and a host of Hungarian politicians and literary figures — mainly the latter, many of whom will be unknown here and not all of whom appear in biographical notes at the rear of the book. This is it is scarcely surprising that Lukács's notes, *Gedanken Denken*, also included here, as is an interview which earlier appeared in the *New Left Review*, is in many respects far more revealing about his political and intellectual evolution, which he sees as "organic"; while, that is the main body of the interview. Of course, we do learn certain things from the latter as well, especially about the literary critic's role in 1919 and 1956, for exam-

ple. But most of what we learn relates to personal anecdote rather than our historical understanding of these two events. It seems a pity here and elsewhere that the questioner rarely attempts to open up the perspective. The same can be said in relation to the discussion of Lukács's great works: a few paragraphs about *History and Class Consciousness*, the *Young Hegel*, the *Aesthetics* and the proposed *Ontology*, but little more. In this respect the autobiographical "sketch" is infuriatingly sketchy. Furthermore, the interviewer takes at face value Lukács's Marxist "credentials", seemingly accepting the latter's *obiter dicta* on the literary merits of his contemporaries and his rejection of work which essentially holds no importance today. Lukács no longer regards it as "part" of his work, a *Theory of the Novel*. Yet one may ask if, for all his claims to the contrary, Lukács is not really in Hegelianist rather than Marxist. His intellectual activities operate at a level of abstraction rarely related to what Marx himself actually studied, namely the concrete development of economic and social forces. Thus Lukács's hostility to western liberal, bourgeois democracy is "positively" related to his dislike of "culture" and English and French societies, actually, operate. Thus his conversion to a radical stance in 1906

was not the outcome of revolutionary upheavals in Russia, for example, but the poetry of Endre Ady.

This may be unfair. But the impression of abstraction and preoccupation with aesthetic issues at the expense of political analysis is at least in part a consequence of the interviewer's strategy. A whole series of issues, such as Lukács's early attraction to syndicalism, the only form of oppositional socialism he thought worthwhile before the First World War, are left in mid-air. What does become clear, however, and what the interviewer (István Eörsi) elicits successfully, is the apparent contradiction between radical aspects of Lukács's thought on one hand, and his repeated submissions to communist orthodoxy on the other. He was certainly no co-worshipper of Stalin, but he was still in the West as he could. He criticized the dogmatism of Stalinist literary theory. And yet Lukács also, as he admits, with total cynicism, for he continued to believe what he had written there. He did "draw in his home" to avoid Stalinist purges, called a "Marxist renaissance" to camouflage his political stance, and to camouflage his political stance, and to camouflage his political stance.

Richard Geary

Dr Geary is senior lecturer in German studies at the University of Lancaster.

BOOKS

Among the lions

Sylvia Beach and the Lost Generation: a history of literary Paris in the twenties and thirties
by Noel Riley Fitch
Sovvenir Press, £14.95
ISBN 0 285 64997 3

For far too long, Sylvia Beach has had to exist as a mere footnote to modern literary history remembered — if at all — as the first publisher of Joyce's *Ulysses* and the owner of "Shakespeare and Co." in the rue de L'Odéon in Paris, where she sold or lent out English and American books during the interwar years. With the publication of this lucidly written account of her life and

times, rich in illustrations and anecdotes, Professor Fitch has changed all that. The illustrious writers she served become supporting players, Sylvia Beach moves to centre stage and is established as a most appealing character in her own right. Affectionate, witty, sprightly, resourceful, uncompromising in spite of considerable aggravation, loyal to her friends and her family, quick to respond to any call for help from her estranged parents but firmly insistent on being left free to live her life on her own terms.

Most of the numerous female characters are portrayed in the same warm light: the great love of her life, Adrienne Monnier, whose French bookshop directly opposite complemented rather than competed with her own; Harriet Weaver, another parson's daughter, and "Bryher", a talented minor author and heiress to the richest man in England, gave unstinting support to each other and, like Miss Beach, to the cause of books written by and for the greater glory of men. Most of these men are portrayed as vain, egocentric, self-indulgent, un-

shaken in their conviction that they were geniuses and that the unquestioning devotion of female acolytes was their rightful due. For Joyce, "Shakespeare and Co." was an ever-open till. For Gide, Léon-Paul Fargue, Jules Romains and Hemingway, it was a stage where they could strut and preen themselves, assured of adulation. Nevertheless, this doesn't read like a feminist tract. It is meticulously documented and consistently even-handed. If Professor Fitch scores some palpable hits on the invitingly ample target of Gertrude Stein, as vain and autocratic as Madame Verdurin, she is also, on occasion, shown to be as disconcertingly perceptive about the arts.

The least fortunate feature of this immensely painstaking study is its title. This is positively misleading. Of the authors closely involved with Miss Beach, only Hemingway and Scott Fitzgerald were paid-up members of the "lost" generation, the one which was destroyed, maimed or spiritually disorientated by the First World War. Cyril Connolly and Stephen Spender, who championed her cause in the

thirties, were of a later vintage. Those with whom she most involved — Joyce, Pound, Léon-Paul Fargue, Gide and Larbaud — belonged to an older generation and any angst they may have suffered had roots far removed from the Western Front.

The subtitle is misleading also. Professor Fitch describes in minute detail the interminable squabbles over Joyce's proofs and royalties. She conveys the heady excitement of Paris in the twenties, particularly over such transatlantic imports as jazz and Josephine Baker. She records the no less dramatic impact made by Paris on ex-patriate Americans escaping from a home environment they found stifling. On the subject of what French authors were thinking, feeling and writing, there are yawning gaps. There is no mention of the literary fortunes of Proust, of Rivière's inspired leadership of *La Nouvelle Revue française*, of the aims and achievements of the surrealists, of what dramatists and directors were really doing in the Parisian theatre, the widening ideological divisions and growing stridency of French writing in the

thirties. The French members of the "lost" generation are conspicuous by their absence. Some — such as Malraux, Montherlant, Bernanos and Saint-Exupéry — are ignored doubtless because, like their American counterparts, they felt impelled to distance themselves for long periods from their native land. The most representative of those who stayed behind, Drieu La Rochelle and Céline, have been omitted, one suspects, because they were not part of Sylvia Beach's scene. This is emblematic of Professor Fitch's loving obsession with her subject and is the source both of her book's main strengths and weaknesses. As a record of the fluctuating fortunes of "Shakespeare and Co." it could scarcely be battered; as a "history of literary Paris in the twenties and thirties" it leaves a great deal to be desired.

Robert Gibson

Robert Gibson is professor of French at the University of Kent.

Leviathan in motion

Writing in Society
by Raymond Williams
Verso Editions, £18.50 and £5.95
ISBN 0 86091 072 5 and 772 X

Raymond Williams's perennial interest in forms and genres might, one imagines, lead him to consider the "collected essays", a professorial mode to which this book would seem to belong. However, and unlike similar collections on occasion, these have a clear unifying theme, that of the practical history of writing and of forms of writing. Furthermore all the pieces bar one were published or delivered since 1974, so that they evince the period when Williams was taking in the implications of every form of post-structuralist criticism and reaching his own views about such forms.

The essays are grouped under five headings: drama; English prose of the last two centuries (a single piece revised from his introduction to the *Pelican Book of English Prose*, volume two); writers and particular readers; Cambridge English; and some pieces grouped round the matter of working-class and regional writing more particularly.

Some of the essays deal with general movements rather than individual works or authors, and it is here that Williams's work has been most influential ever since *Culture and Society* appeared in 1958. In the long piece "Notes on English Prose, 1780-1850" sizable passages from a very large number of writers are transcribed and the deeply significant changes of modulation they convey are lucidly brought out. The method is not that of summarizing whole works but of considering their textures as found in single illustrative paragraphs. It is an extraordinarily effective way of playing down a work's total structure in favour of its "writing" as that which both stems from and responds to some wider movement of great social or class significance. Edmund Burke, Charles Dickens, R. H. Tawney, George Eliot and the rest are thus primarily seen in relation to each other and their society as one single if enormous whole process. The same broad sweep is found in "Forms of English Fiction in 1848", where what really happens in novels like *Mary Barton* and *Dombey and Son* is shown as what the emergent bourgeois novel in effect had to be, and what, in many novels also cited, it failed to face.

In the essays on individual books or authors one sometimes feels uneasy. They are always interesting, but less magnetic, and one sees how Williams's overview of writing in society is of a levitation in constant, if glacial, motion. Considering a single work, or even author, can make it seem static, a tendency which actually suits many critics. But not Williams. The pieces on *Phaedra* and David Hume seem to search for the deep currents to which they belong, but which the approach will not fully allow them to find. But where comment on a single author or work subserves consideration of language or writing, themselves more generally, the flow is natural and approachable again, for Williams's

own pervasive interests are then in no way blocked. In the piece on dialogue and soliloquy in Shakespeare Williams's customary elucidation of keywords' social histories and his search for truth by statistical counts of categories of writing are strongly in evidence. In the piece on Robert Tresselt the real thrust is the search to write, enable or rediscover the truly authentic working-class novel itself.

Finally there are pieces on current literary issues and their political implications. These usually originated as publicly delivered addresses, and they include his brilliant Cambridge inaugural "Drama in a Dramatized Society", a presentation of how film and television have made the dramatic an integral part of the very rhythm of nearly everybody's ordinary life. They also include, of course, the pieces on the much-rehearsed saga of "Cambridge English", too complex an issue to elaborate on here. All the Williams signatures are present in these pieces: the "mapping" instinct of the culturalist; the constant grapple with Marxism; the ambition to make not "literature" but all English the object of study; the always reasonable yet slightly elusive stance; and, ever-present, the hidden opponent, the constant oblique references to some class-privileged or convention-blinded group, never sneered at or merely dismissed and often not named, but simply mentioned as dubious or questionable.

This highly radical import along with calm frankness of tone and gentle interest in his own part in these events would appear to account for Williams's great appeal. One must remark, as always, the near-total absence of any account of poetry in this "writing" pantheon; but his work is otherwise surely one of the most significant single statements of this process that we have had from the last two decades.

J. P. Ward

J. P. Ward is lecturer in the department of education at University College, Swansea. His book "Wordsworth's Language of Men" will be published later this year.

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A lithograph by Edvard Munch from 1896 entitled "Lovers in the Waves", taken from Elizabeth Prelinger's book *Edvard Munch: master printmaker* (Norton, £24.50).

Poetic tension

Shelley and the Sublime: an interpretation of the major poems
by Angela Leighton
Cambridge University Press, £17.50
and £5.50
ISBN 0 521 25089 7 and 27202 5

Shelley's version of the sublime, in Dr Leighton's account, comprises two major features. The experience of nature in its vastly magnificent or terrible aspects leads to a yearning beyond the material landscape and towards its undisclosed originating power. The distance here opened between the Creation and its unperceived informing intelligence is paralleled in the poet's sense of distance between "inspiration", the primary creative impulse, and the always diminished actuality of poetry itself.

These theological and aesthetic components of the sublime are referred to in a rather sketchily selective way — to developments in seventeenth and eighteenth-century thought which Dr Leighton sets against a dominant Lockean empiricist account of perception and consciousness. This empiricism provides, though, the basis for Shelley's consistently avowed radicalism and atheism. There is then a tension between his "poetic need" to transcend the limits of sense perception in order to preserve ideas of imagination and original creativity, and his enduring commitment to a material universe conceived as humanly-centred and ultimately subject to progressive control.

The suggestive poetic forms of this tension provide the main subject of

Shelley and the Sublime, and the book is consequently a reconsideration of Shelley's widely acknowledged scepticism as it is variously manifested in the poetry. There is an attractive freshness in the approach to familiar formal problems through a modified theology and aesthetic of the sublime; Dr Leighton writes with a subtle and carefully mediated eloquence that only very occasionally becomes obscure. Some of her formal analyses are too abstract, but the rhetorical effects that interest her are not easily engaged, and they are generally accommodated very astutely within the larger terms of the argument. The experience of nature in its vastly magnificent or terrible aspects leads to a yearning beyond the material landscape and towards its undisclosed originating power. The distance here opened between the Creation and its unperceived informing intelligence is paralleled in the poet's sense of distance between "inspiration", the primary creative impulse, and the always diminished actuality of poetry itself.

Particular poems are chosen for analysis by their variously apposite relations to the central argument, that Shelley's urge to explore experiences which takes him beyond the physical can be problematic when his intellectual nature is simultaneously disposed to empty sets against a dominant Lockean empiricist account of perception and consciousness. This empiricism provides, though, the basis for Shelley's consistently avowed radicalism and atheism. There is then a tension between his "poetic need" to transcend the limits of sense perception in order to preserve ideas of imagination and original creativity, and his enduring commitment to a material universe conceived as humanly-centred and ultimately subject to progressive control.

The suggestive poetic forms of this tension provide the main subject of

consciously displays an artifice that confirms the loss of its originating emotional inspiration, and this distinction is then itself expressive of privations in the experience of nature and the process of poetic composition. In *The Triumph of Life* such distances between the "origins of creativity" and their "recovery in composition" are no longer imaged in the relation between landscape and its invisible presences, but in "the distance between the waking adult mind and its forgotten dreams".

Only in *Prometheus Unbound* are these distances bridged, notably in Asia's confrontation with Demogorgon where the speaker is allowed an "answering voice" in nature that restores to poetic utterance a direct expression of its lost inspiration. This "reconnection" of inspiration and composition constitutes "revolutionary speech" for it proclaims the possibility of unity between the capacities to imagine and to effect social change. In such a movement of her argument towards the abiding problem of Shelley's poetry Dr Leighton is at her strongest. Her book impressively conveys Shelley's richly demanding synthesis of powerful intellect and strong feeling. It falls just short of confronting the political dimension implicit in her terms of argument. For the tension between Shelley's sublimity and his rational empiricism is at last, and still more importantly, the radical's classic dilemma: an empirically grounded contradiction with a necessarily imaginary character of a different, better world.

Kelvin Everest

Kelvin Everest is lecturer in English at the University of Leicester.

BOOKS

Smallpox chronicle

Princes and Peasants: smallpox in history by Donald R. Hopkins University of Chicago Press, £21.25 ISBN 0 226 35176 9

Smallpox no longer holds terrors for us. The World Health Organization declared the world free of the disease on October 26, 1979: the last case of endemic smallpox occurred in Somalia in 1977, and the last deaths from the tragic laboratory accident in Birmingham in 1978. Hopkins's sober survey of the history of smallpox is therefore timely. As a physician and epidemiologist who was involved in the WHO's eradication programme, he joins scientists such as Hans Zinsler, René Dubos and J. F. D. Shrewsbury who have put their laboratory and medical skills to good use in understanding the impact of diseases in the past.

Smallpox was a comparatively easy disease to recognize in past times, since it often occurred in epidemic form, and its acute course and distinctive skin lesions made diagnosis a relatively simple affair in societies where the disease was common. Even so, its early history is often obscure (its first definitive western description is credited to Rhazes, in the tenth century), and Hopkins presents a judicious assessment of earlier epidemics which might have been smallpox, and of the Egyptian palaeopathological evidence in mummies which points almost certainly to its early presence in that country.

Happily, Hopkins does not confine himself to the European and near eastern traditions, where his story is relatively familiar. In separate chapters, he deals with the history of smallpox in all areas of the world: China and the island nations of East Asia, with brief comments on Australia and New Zealand; the Indian subcontinent; Africa; South and Central America, including Aztec Mexico; and North America. In each case, he methodically examines what is known about the incidence, virulence and impact of epidemic and endemic smallpox from its earliest known or possible appearance until the recent past. And in a final chapter he briefly describes the recent global eradication.

The princes of Hopkins's title often have their bouts of smallpox described in detail. They make an impressive list ranging from Remesès V of Egypt, Mary II of England, Louis XV of France, Joseph I of Austria and Emperor Kōmei of Japan, all of whom succumbed to smallpox, to Elizabeth and Abraham Lincoln, who had the disease while in power but survived. The disease's European heyday was the eighteenth century, even though by then relative security was available through inoculation. This folk procedure was introduced into England via Turkey, and various English physicians and Lady Mary Wortley Montagu had observed it. Its advantage in a society where virtually everyone contracted smallpox at some point in his life was that smallpox acquired through inoculation tended to be milder than a natural attack, and a single bout conferred lasting immunity. But it did pose problems, since inoculation did result in smallpox and the person could become a focus of epidemic spread.

In his book *The Conquest of Smallpox*, Peter Razzell has challenged the notion that inoculation was a dangerous procedure, particularly from the 1760s when the way it was carried out was modified. Razzell has even suggested that smallpox inoculation was sufficiently effective to have been demographically significant. Unfortunately, Hopkins makes no systematic attempt to examine the possible demographic impact of inoculation, preferring merely to summarize Razzell's thesis. However, he does remind us that, for London at least, the percentage of deaths caused by smallpox apparently did not fall during the eighteenth century. For London, vaccination was important. Despite its own problems - of supply, of attenuation of vaccine, of limited resulting immunity - vaccination was, in

Hopkins's opinion, the crucial step in eventual smallpox control.

Hopkins vigorously summarizes the global events. His book is exceptionally well researched in the secondary literature in English and is made even more useful by a 32-page bibliography and a good analytical index. However, although it is without doubt the best available history of smallpox, it still leaves a fair amount of room for further research and thoughtful speculation. What, for instance, has been the historical importance of the various strains of smallpox virus, especially of the relatively benign *Variola minor*? Hopkins's book contains surprisingly little analysis (as opposed to description) of the biology of the disease. What has been the relative significance of the various improvements in vaccine production, distribution and storage? How much has scientific research contributed to smallpox eradication, and how much has it been simply the application of common knowledge? How was the medical bureaucracy assembled to carry out mass vaccinations, compulsory or voluntary?

Although Hopkins hints at these and a number of other intriguing questions, for the most part he prefers to remain the chronicler of epidemics and famous victims. At that level, however, he is a reliable and stimulating guide.

W. F. Bynum

W. F. Bynum is assistant director (research) of the Wellcome Institute for the History of Medicine, London.

Call for drastic action

Crisis and Conservation: conflict in the British countryside by Charlie Pye-Smith and Chris Rose Penguin, £3.95 ISBN 0 1402 2437 8

In their new book, Charlie Pye-Smith and Chris Rose divide the nature conservation movement into two camps - "the Old Guard and the New Wave" - and they leave no doubt where they stand. Indeed, they have been leading figures in the emergence of a radical conservation movement whose target is as much the conservation establishment as the whole legion of institutions and private interests that profit by the appropriation and despoliation of the natural environment.

The two authors were instrumental in the formation, in 1979, of the British Association of Nature Conservationists which has managed to recruit most of the young activists and professionals of the conservation movement. Its magazine *Ecos*, of which Pye-Smith was the first editor, has become the main forum for the original review and analysis of conservation policies and issues. Rose went on to set up the London Wildlife Trust, one of the leading organizations in the urban nature conservation movement, the overt populism of which is meant to counter the scientific elitism of established conservation groups. He is now employed by Friends of the Earth, on its wildlife campaign.

The book represents the fruits of the two authors' joint journalistic activities in the late 1970s and early 1980s, as well as much material culled from the pages of *Ecos*. It is an explicit campaigning book. "If the conservation movement is to succeed it must enter a new phase of development," they urge. "It must address itself to the practical issues which affect everybody's lives, something which it has hitherto avoided doing. In the past, the effective conservation of the countryside demands drastic changes in the workings of the farming, forestry and water businesses in particular."

Given the authors' professional training in ecology and conservation, the book's main strength lies in its description of the violation of wildlife and habitats that has occurred in recent years. They write with authority and passion about the remorseless toll of loss and destruction - such as the 50 per cent of ancient woodland and the 40,000 miles of hedgerows eliminated since 1947, the 20 per cent loss of heath and downland from Hampshire and

Avian tourists

The Starling by Christopher Feare Oxford University Press, £15.00 ISBN 0 19217705 2

To most people the starling is a dull, noisy bird which arrives in groups, dominates the bird table and then moves on; even with bird-lovers it is not popular. In this first English monograph about the bird, Christopher Feare enlightens us about this abundant member of our community, whose fortunes are so clearly linked with our own.

The book starts with a review of the family of birds to which the starling belongs. This contains about 110 species, the great majority of which live in Africa and south-east Asia (the latter, particularly, being the home of the starling's closest relatives). Only three species are major exceptions, of which the starling is by far the commonest, ranging over large areas of Europe and Asia. There can be little doubt that the starling has increased enormously in number since man removed the European forests and replaced them with its favoured open grassland. The author suggests that the starling had its origins in the steppes of central Asia and followed pastoral man westwards into Europe. Although this may well be the case, because the bird is a hole-nester,

it must have originated in areas where trees or cliffs provided nest-sites. Further, some starlings today live on our coastal cliffs, foraging for much of the time on the shore-line, so they might have been there before man started to clear the forests. A further difficulty with Feare's speculations is that, because of the Ice Age, neither steppe nor coast-line were available to starlings a mere 12,000 years ago; the origins of European birds are far more complicated.

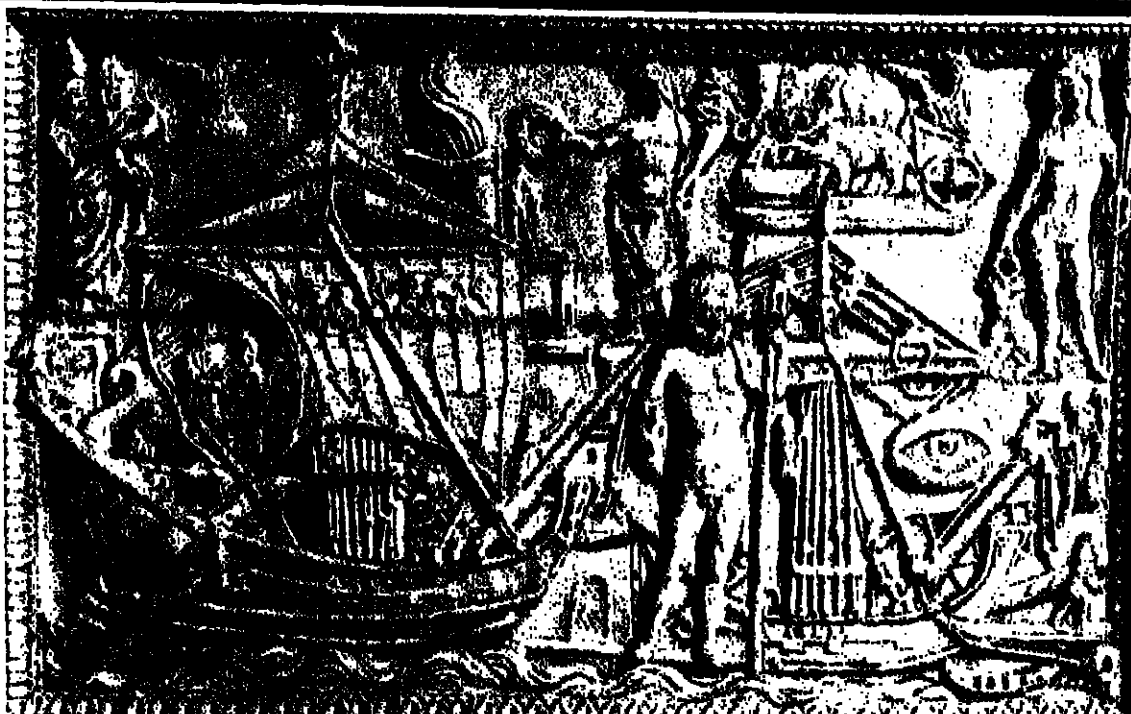
The middle sections of the book deal with the very diverse range of habitats that starlings can occupy, their roosting behaviour and breeding biology. That pale blue egg on your lawn has probably not been laid there, but rather dumped by a starling which had stolen it from another's nest, perhaps after laying one of its own - some sort of incipient cuckoldry (as yet very imperfectly understood) goes on in starlings. Migration and numbers are also discussed, the former in some detail. Large numbers of birds which breed as far east as the Soviet Union come to Britain for the winter so as to benefit from our milder climate. As many as four to seven million pairs may breed in Britain (assuming 10-20 pairs per square kilometre, surely very modest for most of southern Britain); and these are augmented by some 35 million winter visitors. The world population is perhaps around 600 million birds, about one third of which are now in North America (the descendants of a mere 100-odd birds introduced in the 1890s).

The book's main strength lies in the final chapters, in which the author, who works for the Ministry of Agriculture, examines the starling in relation to farming. For the most part, the birds probably do little harm - they may eat some of the 10,000 tonnes of briefly nesting insects during the season. However, locally they may do serious damage, for example, by taking winter cattle food or raiding cherry orchards - a situation greatly complicated by the fact that the wild cherry has evolved fruits that would be attractive to birds, so that they would disperse the seeds. Except sometimes on a very local scale, control is not practicable; where it has been tried, it has failed to reduce numbers. Nor is there much chance of reducing the numbers of winter visitors, as there are an estimated 22.5 million nesting boxes in the Soviet Union, put up to encourage them, as they are considered beneficial. Except in the most extreme cases, the estimate of crop damage is open to all sorts of difficulties; indeed the starling is a striking example of how difficult it is to estimate the harm done by a species.

This is a useful and authoritative work on a somewhat overlooked species. It is not straightforward enough, however, for general readers nor does it have the detailed discussion which might have been appreciated by professionals. One serious flaw: about 50 black-and-white photographs have been packed into 16 plates, so that some of the smallest are barely larger than our larger postage stamps.

C. M. Perrins

C. M. Perrins is Director of the Edward Grey Institute of Field Ornithology, University of Oxford.



Relief (second century AD) showing a freighter entering harbour at Ostia and then unloading at the quay. From K. D. White's *Greek and Roman Technology*, published by Thames & Hudson at £18.50.

the Isle of Wight in just 14 years; the destruction of 90 per cent of the upland heaths of Dumfries and Galloway since the mid-1930s; and the reclamation of 99.5 per cent of the lowland bogs of Lancashire. The lucid writing brings home what has been irrevocably lost, dispelling complacency, and highlighting the non-economic costs of the postwar agricultural revolution - the severance of historic and natural links, the sacking of our landscape heritage, and the consequent impoverishment of human experience and inspiration.

Take, for example, the tragedy of the large blue butterfly which became extinct in 1979. The species had a highly dependent life-cycle that made it highly dependent on an undisturbed habitat. It laid its eggs on thyme flowers, on which the young caterpillars fed. The older larvae mimicked those of a particular species of ant and were carried into an ant nest, where they would feed on ant grubs. Conditions therefore had to be right for the thyme, for the ants and for the mating and feeding of the adult butterfly. The ploughing up of old grassland reduced the number of known breeding sites to 30 in the 1950s, and to only four by the mid-1960s. These were lost in 1967, 1971, 1973 and 1979. Ecologists had feared such an irreplaceable decline because the sites were too small and too isolated from one another for an exchange of populations to take place, thus making the species vulnerable to a series of adverse events. As the authors comment, "old grasslands are

like ancient woods in that they are places with a unique history of human use and natural opportunities. The grassland tapestry has grown richer as each character has found a niche, settled and multiplied. As with woods, age has added diversity."

The rest of the book is disappointing. Despite frequent references to the vested interests and pervasive influence of the farming, forestry and land-owning lobbies, there is no sustained analysis of the sources of their power and the ways in which it is exercised. A descriptive chapter on the statutory planning has no place, as on changes in rural land use. The final chapter, "Recipe for a future", is a hotchpotch of ill-digested suggestions, including a land tax, a Freedom of Information Act, the amalgamation of the Countryside Commission and the Nature Conservancy Council, and proposals to make nature reserves "the work places of the future". After the fiery rhetoric of the earlier chapters, these suggestions seem trite and tame.

If anything, the authors are too preoccupied with internal reform of the conservation movement, to the neglect of wider and more fundamental changes. In an uncharacteristically supine comment, they insist that they "would not suggest that the Ministry of Agriculture or the Department of Energy should be run by conservationists". Why not, I wonder.

Part of the problem is that the bulk of the book was completed over two years ago. Not only does this make some of the information dated, but it

also robs the whole book of its topicality. This is very damaging, for the style is journalistic and the book was obviously intended to be contemporary. The passage and implementation of the Wildlife and Countryside Act of 1981 stimulated a lively and wide-ranging debate, comment on which is absent from the book. And many of the issues of current debate - the reform of the Common Agricultural Policy, the difficulties of the 1981 Act, the future of the uplands, and the desirability of planning controls over agriculture - receive little, if any, coverage.

This is all the more surprising, as the two authors have remained at the forefront of the debate. Rose was closely involved in the preparation of Friends of the Earth's important and comprehensive *Proposals for a Natural Heritage Bill*, issued last November. Similarly, Pye-Smith is co-author (with Richard North) of *Working the Land: a new plan for a healthy agriculture*, recently published by Maurice Temple Smith, which sets out an imaginative and convincing programme for the reform of British farming. It is a great pity that such creative ideas are missing from the present book.

Philip Lowe

Philip Lowe is lecturer in the Bartlett School of Architecture and Planning at University College London, and co-author (with Jane Guyder) of *Environmental Groups in Politics* (Allen & Unwin, 1983).

BOOKS

Basic style

Proper BASIC by Brian C. Walsh Wiley, £12.50 ISBN 0 471 90081 8 Secrets of Better BASIC by Ernest E. Mau Hayden: International Book Distributors, £14.95 ISBN 0 8104 6254 0

Computer scientists will tell you that writing programs in Basic is bad for your health. It will encourage you to write unstructured programs (often described as spaghetti) that will be difficult to debug - and they certainly will not work first time. However, the story is more complicated than that. First, many modern variants of the Basic language have many of the features of more respectable programming languages. Second, when you buy a microcomputer, Basic is very likely to be the only language provided. In any case, it is possible to write spaghetti programs in any language - it is just that some of the more primitive forms of Basic make it difficult to avoid.

These two books might be tempting if you must write or prefer to write in Basic but feel guilty about it. Written by a British author, *Proper BASIC* considers those forms of Basic most commonly found in this country. *Secrets of Better BASIC*, on the other hand, is written from an American perspective and tends to emphasize Apple Basic, which is not particularly helpful to British readers.

Because of the many different dialects, it is extremely difficult for authors to write about Basic in general. Many overcome this problem by playing safe, using only those features of the language that are common to all forms of Basic. Here, however, that option was not open to either author, because it is the more advanced features of the language which are of particular interest to good programming style. Both have therefore adopted the strategy of comparing the facilities provided by a number of forms of Basic. Although this might

suit someone who knows about Basic and wants to choose a microcomputer, it is not particularly helpful for those who simply want to use effectively what they already possess.

In any case, reading about other people's programming problems can be boring unless the programs are lively and on interesting topics. In this respect, neither of these books is likely to excite to the point of sleeplessness. Graphics and procedures are either not included or are banished to appendices or mentioned in an aside. Even "IF" "THEN" "ELSE" constructions (which have contributed more to good programming style than any other feature in Basic) are treated somewhat cursorily later on in the books - they should have been introduced on page one.

In neither book is the emphasis really on programming style at all. Mau deals effectively with some of the more sordid aspects of string handling and contains useful hints for those who prefer writing programs that handle text, but that is all. Although Walsh's

book is more useful, it does have flaws: for example, one of the graphs is split over two pages and there are some program segments that I would have criticized at CSE project level.

So what are readers to do if they want to write good quality (readable) programs in Basic? My advice is to use the programming manual supplied by the manufacturer or a book written specifically for the version of Basic available to cope with the syntax and technical side of the problem. As for programming style, read a book about style in general and not about a particular programming language. Even with the most primitive Basic, it is possible to write programs which break the problem down into small pieces and which (with suitable comments) are readable and (probably) bug free.

Bill Tagg

Bill Tagg is Director of the Advisory Unit for Computer Based Education, Hatfield.



Tylocidaris clavigera, an example of a major group of fossil echinoids from the Upper Cretaceous period, with large club-shaped spines. Taken from Andrew Smith's *Echinoid Palaeobiology*, published by Allen & Unwin at £20.00 and £11.95.

European landforms

Geomorphology of Europe edited by Clifford Embleton Macmillan, £45.00 ISBN 0 333 34638 6

Although this book by members of the Commission on Geomorphological Survey and Mapping of the International Geomorphological Union was originally intended to be a commentary on the new, small-scale 1:2.5 million geomorphological map of Europe, its scope has been enlarged to provide "the first comprehensive survey of the geomorphology of Europe". The map project is behind schedule, only one map having been printed. In any case, the map is complicated and requires colour, so there are no exceptions in the book. It is therefore the larger purpose that demands review.

The bulk of the text falls into 18 chapters, organized along structural and not national lines. Information is presented on geology, morphostructure, early climatic and erosional history, glacial and postglacial development and coastal evolution. The acute problem of further regional subdivision, however, has produced a variety of responses. In the chapter on the Fennoscandian Shield, for example, the subdivisions seem almost to be an afterthought to the systematic discussion of the whole region; in other chapters there is little general preamble and the systematic topics are presented for each subregion in turn; and in other chapters in which the subregional accounts follow a substantial systematic introduction there is little that is said that is not descriptive, even tedious.

Britain does well to get 50 pages out of 430, even so the District is allowed only three and a half pages, so it is not surprising that information on some areas in Europe is scanty indeed. The chapters on the Alps and the Carpathians surprisingly contain no discussion whatsoever of the recent revised view of the tectonics along the Danubian tributaries which has so upset the local Pleistocene chronology developed from the classic work of Penck and Brückner. And this despite the fact that the most important advances in knowledge have been contributed by Czechoslovakian authors and the Carpathian chapter is written by a Czechoslovakian.

An attractive feature of the book is that there are 26 authors, some of them competent in several languages, to deal with the diverse European literature. The success of the idea, however, is perhaps limited when we find that authors from Britain and Czechoslovakia have to cover part of France, most of Germany, Corsica, Hungary and the Balkans, in addition to their own countries. Presumably this is because contributors had to be selected from members of the commission rather than from a larger geographical community. The text is liberally illustrated with about 280 figures, including many photographs (mostly contributed by the editor himself). Although these photographs are all in black and white, they are very poorly reproduced, they act as a constant reminder that the text is now primarily about places and not maps. Maps merely rearrange views.

Although non-specialists will find much of interest, the book is more for discerning professionals who wish to trace a theme across a geomorphological complex continent. Much interesting work often lies buried for too long in obscure sources. Professor Embleton's preface is far too apologetic; his book reads amazingly well and fulfills admirably its stated purpose. It will doubtless improve in the many editions to come, most of all perhaps when it is formally liberated from its tenuous connexion with the 1:2.5 million map.

John Palmer

John Palmer is senior lecturer in geography at the University of Leeds.

Getting wet

Diving and Marine Biology: the ecology of the sublittoral by George F. Warner Cambridge University Press, £22.50 ISBN 0 521 25751 4

All of us with television sets are aware of how colourful, exciting and surprising life in the sea can be, and the many natural history programmes from Hass and Coastguard through to Bellamy and Attenborough illustrate spectacularly just how much there is to see and learn. On a casual basis then we can all, trained biologists or not, appreciate this alien environment and its fascination. But what does the scientifically trained user of Scuba diving equipment make of this opportunity, other than to revel in the exercise, the wonderment and the feeling of weightlessness?

The value of the technique, as Dr Warner points out in his introduction, is the ability to see and measure things *in situ* and as they happen rather than at second hand via dredging, grabbing and fishing. For example, watching live coral at night and finding that some corals have extra-long tentacles called sweepers that scour the surface of the colony and prevent neighbouring corals from growing over them, observing the behaviour of certain reef fishes that clean others (though the significance of this is now less than clear), or sitting on the sea floor counting organisms in a given area.

The subtitle of the book seems altogether too limiting, for the material covers other fields such as behaviour and reproductive strategies,

and some of the information stems from land-based follow-up analysis. Although a section on the blades of large seaweeds is interesting, I don't think that estimates of bacteria numbers or identification of minute animals is something one does while diving. The examination of large numbers of museum specimens for evidence of coral boring organisms also seems to have little to do with diving, once the corals have been collected.

The careful long-term recording of change, growth rates, productivity, detailed on-the-spot distribution patterns and behaviour has produced significant results: for example the discovery of the crown-of-thorns starfish *Acanthaster planci* plague on the Great Barrier Reef is a direct result of diving work. This population explosion, probably of short duration in geological terms, gave rise to an emotional outcry ("Save the reef") and was almost certainly part of the natural cycle of events on the reef; so attempts to blame pollution, man's interference and overuse of the reef were illfounded. Just because coral is eaten by a predator and the damage is still visible some years later doesn't necessarily mean the reef is dying.

Overall, I was disappointed that this book is really pitched midway between the general public (telling interesting stories) and the scientist (not giving quite enough detail of how to take up and utilize this particular line of research methodology). The author's introduction says his book is intended for me, a non-diver, to provide insight into the importance of the technique. I was already interested, I still want to know why I should get wet.

M. S. Laverack

M. S. Laverack is Director of the Gairy Marine Laboratory of the University of St Andrews.

Mirror images

The Third Dimension in Organic Chemistry by Alan Bassindale Wiley, £7.95 ISBN 0 471 90189 X

When organic chemists set down on paper the hieroglyphs that represent the molecular structure of cholesterol, they seldom pause to consider that their flat diagram could in principle describe no fewer than 256 different molecules, all containing the same atoms joined together in the same order, but arranged differently in space. Moreover, the cholesterol molecule itself does not have a single fixed structure, but is incessantly twisting and turning.

The three-dimensional aspects of chemistry - their nature, their representation, their consequences for chemical reactions - are known as stereochemistry. The whole of chemistry, and especially of organic chemistry, is permeated by stereochemical concepts. Indeed, all life is governed by stereochemistry: the enzymes that control biochemical reactions do so because their complicated structures are precisely the right shape to bring molecules together in reactions. Almost all molecules of nature are chiral, that is, they have a handedness, differing from their mirror-images in the way the left hand differs from the right. We are all familiar with the action of yeast on sugar: the effects of shape are so subtle that mirror-image sugar molecules are totally unaffected.

Thinking in three dimensions does not come easily. For many under-graduates stereochemistry is one of the most difficult parts of the subject, and even seasoned practitioners must construct three-dimensional models to help visualize the complexities of molecular architecture. The teacher, and the writer of a textbook, is thus faced with two problems: the inherent difficulty of the subject and its multifaceted nature. Somehow the many strands have to be drawn together to form the thread that can guide the student through the labyrinth.

Alan Bassindale does not quite succeed in emulating Ariadne. His book starts, unusually as he says, but entirely logically, with a discussion of facts rather than theories, with what we know to be the shapes of simple molecules. Right from the start he emphasizes the importance of complementing the written word and the two-dimensional drawing with three-

dimensional models. This is important. Even a good artist has difficulty in representing some molecular structures in an easily visualized form: too many of the diagrams in this book have been type-set; though cheaper, this is less clear.

Theories grow from facts, and the second chapter deals with elementary theories of bonding that can account for the observed molecular shapes. In writing about such a broad topic it is a matter of personal judgment what topics to include and to what depth, but it seems unlikely that students using this book will not be familiar with bonding theory, at least to this level: perhaps the space could have been better used later in the book. There follows a chapter on symmetry, a concept central to the understanding of stereochemistry, and two chapters on the static and dynamic aspects of molecular isomerism, that is, as exemplified by cholesterol, the different ways the same set of atoms may be distributed in space. These first five chapters provide the ground rules of stereochemistry, the framework for the rest of the book.

The second section of four chapters deals in an orthodox way with the application of stereochemical principles to different classes of organic molecules: chains, rings, chiral molecules and polymers. Though generally sound, the treatment is marred in places by minor errors.

The final section goes beyond many orthodox treatments in describing the stereochemistry of chemical reactions, not just that of chemical structures. For me, this contains the best and the worst of the book. The best is the final chapter on asymmetric synthesis, the preparation of a chiral substance in preference to its mirror-image. This is a process that nature can carry out with remarkable efficiency, but one that the organic chemist is only just learning to imitate. Bassindale gives the reader a flavour of the excitement of current research in this area. As for the other chapters in this section they suffer from the compromise between coverage and depth. In order to give adequate attention to the stereochemical aspects, the various reactions have had to be discussed in more general terms, leading to some shallow and, in places, misleading treatment.

The title of the book is a metaphor for the place of stereochemistry in organic chemistry. The subject deserves a three-dimensional treatment: although Bassindale to a certain extent provides this, it is only in bas-relief.

Richard Jones

Richard Jones is senior lecturer in chemical sciences at the University of East Anglia.

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BOOKS

PHILOSOPHY

A theory of meaning

Inquiries Into Truth and Interpretation
by Donald Davidson
Oxford University Press, £16.00 and
£5.95
ISBN 0 19 824617 X and 875046 3

In the last twenty years there has been a pronounced tendency for British philosophers, especially when young, to take their tone from the United States, and next to his teacher, W. V. Quine, the American philosopher who has exerted the strongest influence among us is Donald Davidson, now a professor at the University of California at Berkeley. A collection which included some of his more celebrated essays appeared in 1980 under the title of *Essays on Actions and Events*, and this has now been followed by the publication of a further collection devoted, more narrowly than the title of the volume indicates, to the cultivation of another field in which Professor Davidson has specialized, the philosophy of language.

The 18 essays, all previously published, range in date from 1965 to 1982, but with only five exceptions belong to the 1970s. Though the author has divided them into five sections, respectively entitled "Truth and Meaning", "Applications", "Radical Interpretation", "Language and Reality" and "Limits of the Literal", the essays exhibit a high degree of uniformity. There is rather more actual repetition than an author would normally permit himself in the collection.

Davidson's main concern is to develop a theory of meaning for some natural language; or in a less, and in another way, more ambitiously, since it is assumed that differences in the structures of natural languages can safely be ignored, to supply a blueprint for a theory of meaning which can be adapted to any natural language that one chooses to select. What counts as a theory of meaning for Davidson is a theory such that one's mastery of it enables one to understand all the grammatically proper sentences of the language in question. Since the number of these sentences is infinite, the theory will have to overcome the difficulty of achieving this result on a finite basis. It is also expected to show how the meanings of sentences depend upon the meanings of their constituent parts and thereby to underwrite the deductive passages from one sentence of the language to another which we intuitively recognize as valid.

There is one obvious respect in which Davidson's requirement for a theory of meaning is too stringent. Very few, if any, of those who could reasonably claim to be competent speakers of a language, as rich, say, as English, have a complete command of its vocabulary. Since the vocabulary is finite, any missing element could indeed be built into the theory but it would remain the case that the theory was not one that anybody knew. This is not, however, so serious an objection as it might appear, since the theory would always be open to enrichment if its foundations were suitably laid. Is this condition fulfilled? David-

son's proposal, reiterated throughout the book, is to base a theory of meaning on Alfred Tarski's semantic theory of truth. In his seminal paper "The Concept of Truth in Formalized Languages", Tarski defined truth with respect to the language of the classical calculus in terms of the concept of satisfaction. An open sentence of the form "V_i is included in V_j" where the V_i are variables, taking classes for their values, is satisfied by classes K_i and K_j if and only if K_i is included in K_j. A closed sentence, containing no free variables, is then said to be true in this language if and only if every sequence of classes satisfies it.

A condition of adequacy which Tarski lays down for any definition of truth with respect to a given language L is that it should entail every true sentence of the following form: "S is true in L if and only if p", where "S" is a quotation or structural description of a sentence of L and "p" is an inscription of that sentence or of a translation of it. When this condition is applied to natural languages, the language containing the truth-predicate may or may not be the same as the language to which it is applied. Thus, the sentences "Snow is white" is true in English if and only if snow is white" and "Snow is white" est vraie en anglais si et seulement si la neige est blanche" both satisfy Tarski's condition. Davidson refers to this condition as "convention T".

It must be emphasized that convention T is not put forward as a definition of truth. Tarski denies not only that any general definition of truth is possible but also that truth can be defined for any natural language. His reason is that any attempt to produce such a definition would fall foul of the paradox of the liar, in that it would permit the construction of sentences which directly or indirectly ascribed falsity to themselves. Davidson will need to meet this objection in one way or another, since his strategy is to

Shoring up liberalism

Beyond Subjective Morality: ethical reasoning and political philosophy
by James S. Fishkin
Yale University Press, £17.50
ISBN 0 300 03048 7

"The Subjectivist" is a shadowy figure. Like other philosophical dramatic personae (the Skeptic, the Dualist) he appears in the literature as a simplified stereotype. In particular, philosophers whose thought tends in that direction are often reluctant to accept the label. Fishkin gives substance to the shadow. His starting-point is Kohlberg's

theory of moral development, and the way in which it is used by interviewees whose responses are framed in meta-ethical terms which do not fit appropriately into Kohlberg's scheme of stages. Fishkin believes that the subjectivism evinced by some of these interviewees needs to be taken seriously, and he quotes from interviews which constitute his own "empirical exploration" of meta-ethical attitudes. He describes his subjects as "ordinary moral reasoners". "Ordinary" seems hardly the right word. They are all students or graduates of Yale or Cambridge, and they employ a sophisticated philosophical vocabulary. Nevertheless he can fairly claim that they represent a typical range of positions within the prevailing moral culture, and that the subjectivists among them are not mere straw men. Common to the various subjectivist positions, he suggests, is a set of assumptions about the expectations

which any objective moral beliefs would have to satisfy. His subjects believe that moral principles, if they were to be objective, would have to rest on a foundation which would have to apply without exceptions; they would have to determine answers to all moral questions; they would have to be formulated from a strictly neutral perspective; they would have to be principles on which all conscientious moral reasoners would agree; and they would have to require a strictly impartial concern for the good of everyone. Fishkin then mounts his own rescue on behalf of objectivism. He agrees with the subjectivists that these "absolutist expectations" cannot be met. He suggests, however, that they do not need to be met. We can rest content with a more modest objectivism which makes no such absolutist claims. And this middle ground is, he thinks, continued on facing page



Professor Donald Davidson

BOOKS

PHILOSOPHY

A natural sense of ourselves

Reasons and Persons
by Derek Parfit
Oxford University Press, £17.50
ISBN 0 19 824615 3

Is it reasonable to be prudent? The question seems absurd. Few thinkers within the dominant western traditions of moral thought have doubted the claim on reason made by considerations of self-interest. So strong is the traditional western presumption of the rationality of prudence, indeed, that most moral philosophers have taken for granted that the claims of morality on reason will be defeated if they cannot be squared with the demands of self-interest. A few - Aristotle, perhaps, and various exponents of ethical egoism - have gone so far as to try to ground morality entirely on the requirements of self-interest.

All recognize that there are occasions when we do ourselves harm if we act morally. When morality and prudence conflict, what is it rational to do? It has seemed to many that, since self-interest and an impartial concern for the interests of others each make strong claims on reason, we can avoid an ultimate dualism within practical reason only by postulating that, contrary to the evidence of common experience, the demands of self-interest did of morality do always coincide. But this is a postulate which makes sense only within a framework of ethical belief which fewer people than ever before in human history today find credible.

In *Reasons and Persons*, by any standard the most notable contribution to moral philosophy since Henry Sidgwick's *Methods of Ethics*, Derek Parfit develops an argument of formidable power and ingenuity whose result is to undermine the traditional belief in the rationality of self-interest. In its most original sections, Parfit's argument proceeds by criticizing the view, deeply and universally rooted in common-sense judgments, that the distinctness of human lives expresses a fundamental truth about the identities of persons. For Parfit, identity cannot be what matters in the relations of persons with each other, since it is a matter of degree, a complex construction of memory and convention from the facts of bodily and psychological continuity. Our natural sense of ourselves as entities radically distinct from the rest of the world must accordingly embody a delusion: we are not what we believe ourselves to be. Parfit's argument against our natural view of ourselves - a view which is most memorably theorized in Descartes's conception of the Ego - is elaborate, subtle and impossible to summarize here, but it is, I think, wholly persuasive. Its implication for morality is large. If the identity each of us has does not mark a fundamental fact, the principle that each of us has reason to act in our best interests becomes far less compelling, and there

cannot be that conflict of morality with prudence which so besets the traditional theory of practical reason. In establishing this result, Parfit's argument is a great achievement, which must permanently alter the character of moral philosophy.

John Gray

John Gray is a fellow of Jesus College, Oxford.

conveniently filled by recent liberal theories of justice, such as those of Rawls, Ackerman, Dworkin, and utilitarian "impartial spectator" theories. Thus at one blow, it seems, we can secure both the validity of a moderate objectivism and the legitimacy of liberalism.

Unfortunately, though Fishkin shows well enough that liberal theories of justice neither satisfy nor purport to satisfy absolutist expectations, he fails to indicate in any positive way what is objectively about them. Indeed, he has shown all too clearly that they tend to be radically self-legitimizing. Each theory offers its own decision procedure, and gives its own principles of justice from it, but the decision procedures differ, and it is not at all clear what objective grounds there could be for adopting one rather than another. Fishkin assumes that any objective justification for liberalism must employ what he calls an "internal

strategy" - that is, it must derive from a definition of "morality" or "the moral point of view". Such arguments have always seemed to me to be worthless, since they simply invite the question "why then be moral?" Fishkin thinks, however, that an "external strategy" is not available because in a modern liberal society there is no religious or metaphysical consensus to which one can appeal. Well, it depends what you mean by "metaphysical". I do not see how liberalism can be objectively defended except on the basis of claims about human nature and human needs. And if there is no consensus on such matters, then liberalism does, inescapably, have problems.

Richard Norman

Dr Norman is lecturer in philosophy at the University of Kent.

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BOOKS

PHILOSOPHY

Kant's strength

Kant's Transcendental Idealism: an interpretation and defence by Henry E. Allison
Yale University Press, £29.00
ISBN 0 300 03002 9
The Structure of Experience: Kant's system of principles by Gordon Nagel
University of Chicago Press, £23.35
ISBN 0 226 56766 4

Over the past couple of decades, there has been a steady flow of commentaries on Kant's *Critique of Pure Reason*. Many of these commentaries, while fully conceding Kant's genius, have found the transcendental idealism (TI for short) which characterizes the work an embarrassment. A typical response to this problem has been that of Peter Strawson, who seeks to distinguish an "austere" interpretation of the doctrine, acceptable to twentieth-century analytic philosophers, from an indulgent interpretation, which allows free reign of metaphysical speculation but is logically indefensible. A dissenting minority of commentators, however, has insisted that Kant's TI is in fact not a weakness or embarrassment, but on the contrary a strength.

It is in this latter tradition that Professors Allison and Nagel firmly place themselves. But the support which they yield to previous commentators in the tradition is limited. For each claims that previous commentators have misunderstood what Kant's TI is, and hence have engaged in an irrelevant debate about the merits of something which Kant never said. Unhappily, predictably, Allison and Nagel themselves disagree on what TI is.

Although Allison's text fails to provide a concise and explicit statement of TI, a plausible interpretation of what he maintains is that TI is the double thesis that human knowledge has necessary preconditions, and that there is (or may be) a difference in truth value between "X exists" and "X is knowable by humans". This account enables Allison neatly to avoid modern interpretations of Kant as no more than an early verificationist, and also to make sense of Kant's rather surprising claim that the chief error of philosophers as different as those of Leibniz and Hume lay in their rejection of TI. Armed with this picture of idealism, Allison's commentary then

embraces the role of space and time, Kant's two Deductions of the Categories, his discussion of substance and causality in the First and Second Analogies, and finally his account of self-knowledge.

Allison is a careful Kantian scholar. He knows the Kantian corpus well and is able to make good use of other texts by Kant to throw light on obscure passages in the *Critique*. He is also a very painstaking and sympathetic commentator, who tries to tease out Kant's arguments sentence by sentence, and even phrase by phrase. He patiently disentangles confusions, draws helpful distinctions and tries to provide plausible reconstructions of Kant's arguments. Never does he accuse Kant of blunders of "numbing grossness" as other commentators have done. There is no doubt that this work will be of enormous value to those who feel they have understood a piece of Kantian text when they can translate it into other Kantian terms.

But that last remark also illustrates one of the major limitations of Allison's work. His explanation of the Kantian text is itself so heavily soaked in Kantian terminology that it is scarcely an exaggeration to say that it will be most helpful to those who need it least. The second major limitation of Allison's work is that he sits on the critical fence. Very seldom does he describe any Kantian thesis as true or false, or any Kantian argument as sound or unsound. Instead he uses such phrases as "still worthy of serious consideration" or "can be defended against familiar criticisms", phrases which are curiously ambiguous between an understated acceptance of Kant's correctness, and a pious unwillingness to make explicit the errors in positions which have been so carefully reconstructed from the Kantian text. Nagel's work has an altogether narrower compass. He focuses mainly on

the Analytic of Principles, and adds on almost as an after-thought, a chapter on Kant's theory of space, and another on TI. According to Nagel, light can be thrown on TI by drawing an analogy between the speech-writing-interpretation relation on the one hand, and Kant's intuition-appearance-noumenon relation on the other. This bizarre view overlooks a number of striking dissimilarities between the two triples (for example, that appearances are known only through the intuition we have of them, whereas writing and speech can each be known independently of the other, or that noumena are in Kant's view wholly unknowable, whereas the interpretation of a text is something that can be empirically discovered). Mercifully but rather surprisingly, this account of TI disappears at the end of the first chapter, although no other account is substituted for it in the rest of the work. It becomes clear in fact that in spite of the blurb's claim that Nagel gives a central role to the doctrine of TI, he is actually very little concerned with it. Of two major passages in the *Critique* which are centrally concerned with establishing TI, the Aesthetic and the Antinomies, Nagel says nothing about the latter at all and his discussion of the former does not include any reference to TI.

Overall, then, although Nagel has some interesting claims (he argues, for example, that in the Second Analogy Kant is concerned to refute Leibniz's views on causation rather than Hume's), it is Allison's work rather than Nagel's which presents us with a detailed picture of what Kant took to be his most important contributions to metaphysics.

Nicholas Everitt

Nicholas Everitt is lecturer in philosophy at the University of East Anglia.

Centrality of science

A History of Philosophy volume three: From Bolzano to Wittgenstein by Anders Wedberg
Clarendon Press: Oxford University Press, £17.50 and £7.95
ISBN 0 19 824641 2 and 824693 5

Though not offered as a comprehensive survey, concentrating as it does on metaphysics and epistemology, this final volume of *A History of Philosophy* originally published in Swedish in 1986 confirms the impression of earlier volumes that Anders Wedberg, who died in 1978, was an excellent historian of philosophy. Fully in control of his material, he displays a confidence and impartiality of judgment (perhaps helped by his location in Stockholm) which is rare and impressive. It is pleasing, too, that this account of philosophy should have been written by someone who, though not regarded as a major original philosopher, had an authoritative grasp of central problems in some of the most difficult philosophical texts ever written.

By way of introduction, Wedberg summarizes developments in philosophy during the past 150 years beginning with the movement away from Hegelian philosophy and towards a period when science and mathematics once again became central. The first

philosopher to receive detailed attention is the Bohemian Bernard Bolzano (1781-1848), an intellectual descendant of Leibniz and an early opponent of the then fashionable transcendental philosophy. As a result his importance was late to be recognized and he still awaits an English translator. Opposed to scepticism, he is notable for the care with which he formulated his questions and — in contrast to Hegel — the clear distinctions he drew between epistemology and logic.

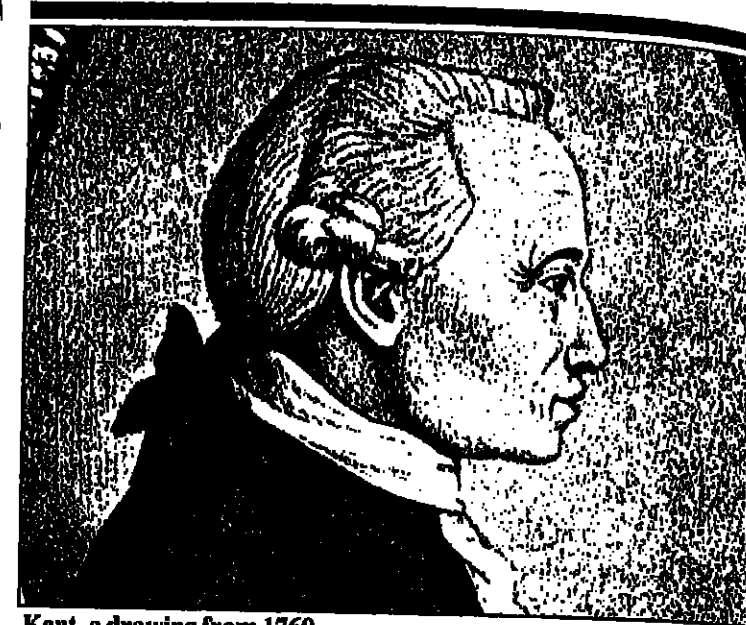
Wedberg then presents an excellent critical survey of Gottlob Frege's logicism — the thesis that arithmetic is a branch of logic and can be derived from it — and of the nature and implications of Frege's distinction between sense and reference. Carrying through the themes in Frege to the chapters on Bertrand Russell (also a model of exposition), Wedberg clearly signals where debate remains joined and where the topic requires more detailed consideration than he can devote to it.

The chapter includes not only an account of Russell's innovations in logic but also his epistemology and his metaphysics. Indeed, because of the breadth of his interests and the richness of his thought and also because of the rare intellectual seriousness which pervades his writings, Russell emerges in the book not just as the most important philosopher in the book notwithstanding the unusual, even strange, conclusions that Russell's uncompromising commitment to logic sometimes led him to. "For Russell, logical analysis is that razor's edge which leads us past illusions into the realm of science. The mystical pull in logical atomism is hardly less pronounced than in Parmenides' philosophy."

In the chapter on Ludwig Wittgenstein's *Tractatus* which follows, Wedberg is careful to emphasize the ambiguities of that work and the variety of readings it may be given. The next two chapters centre on logical empiricism, as represented by Rudolf Carnap, and the nature and place of formalization in modern philosophy — a discussion worth the attention of any professional philosopher. Although Wedberg may not emphasize sufficiently the extent to which the logical positivists were indebted to Wittgenstein — the crucial work for this was not published until 1951, too late for Wedberg to have seen — his account is once again very clear and fair, emphasizing that Carnap's programme has roots in the *Tractatus*.

G. A. J. Rogers

G. A. J. Rogers is senior lecturer in philosophy at the University of Keele.



Kant, a drawing from 1760

BOOKS

PHILOSOPHY

Dialogue in context

Plato's Sophist: the drama of original and image by Stanley Rosen
Yale University Press, £22.50
ISBN 0 300 02964 0

Twenty or thirty years ago it was commonly accepted that one could study the "philosophy" in Plato's dialogues in abstraction from their character as "literature". In practice, this meant that philosophical commentators often ignored large stretches of text. They used contemporary criteria to extract "philosophically significant" ideas or arguments: characteristically, these were then reformulated in more allegedly more transparent or more exact ways (especially through the resources of formal logic): once isolated and processed to suit modern tastes, such philosophical nuggets were thought fit for serious analysis. Concatenations of these fragments revealed Platonic "theories", metaphysical, epistemological, methodological, moral and political constructs of which the "Theory of Forms" is only the most notorious. The value of Plato's philosophy depended on the truth or cogency of these theories: the "Platonist" was one who accepted these.

This is caricature, of course, but the traits it exaggerates are familiar enough. It is currently fashionable to attack the method of piecemeal analysis and reconstruction, on two main grounds. It is held, first, that if we want to understand the character and implications of Plato's philosophical work, then the dramatic aspects of each dialogue, and the many long passages that would seem out of place in a modern philosophical monograph, cannot be dismissed as a mere haystack within which the occasional needle lurks. Everything must be understood as dialogue and in its context. Secondly, it is a mistake to suppose that the "logical" reformulation of Platonic arguments can proceed without transforming what it seeks to clarify. To restate a Platonic discussion in terms of set theory is not to say the same thing more clearly, but necessarily (since set-theoreticians make assumptions that Plato did not) to say something different.

Rosen's study of the *Sophist* is a challenging example of the newer "contextual" style of commentary, all the more striking since the dialogue has suffered so extensively from philosophical plumb-picking. There is nothing woolly-minded about his procedure: the arguments are detailed and cogent. Where necessary, he is prepared to confront such "analysts" as G. E. L. Owen, Gregory Vlastos and Michael Frede on their own ground.

Kirk and Raven revisited

The Presocratic Philosophers: a critical history with a selection of texts (second edition) by G. S. Kirk, J. E. Raven and M. Schofield
Cambridge University Press, £30.00 and £10.95
ISBN 0 521 25444 2 and 27455 9

"Kirk and Raven" has been a standard work since 1957. This is a very substantially altered second edition: much of the new material is Schofield's, but the ethos of the work remains the same. Kirk's revision of the earlier chapters has mostly been on a small scale, but Schofield has entirely rewritten the chapters on the Eleatics, the Pythagoreans, and Empedocles, and several sections on the Atomists.

The Presocratics of this work are primarily those concerned with natural science and metaphysics. The Sophists

and makes some shrewd criticisms. Commentators who reject his overall approach can reinterpret his analysis as a string of essays in their own style, and will find that plenty remains to interest them.

Central to Rosen's interpretation is his view of the Eleatic Stranger and his relation to Plato's Socrates. The Stranger proposes a "technical" (ie a discursive) analysis of the nature of the sophist, designed, in Rosen's opinion, to convict Socrates himself of sophistry. If philosophy is the power to capture and demonstrate discursively the nature of truth, falsehood and "being", then what "know-nothing" Socrates does is not philosophy. Rosen argues that the Stranger fails: he fails on "technical" grounds precisely because the problem he addresses is not a "technical" problem, to be solved at the level of public, discursive proof. Discourse cannot prove anything about its own relation to the originals whose image it is: crucially, it cannot even make sense of its own character as accurate or inaccurate language.

An appreciation of the limitations of discourse, underlies both Socrates's conception of philosophy as a way of life rather than a pursuit of theory, and

Plato's conviction that the proper way to "write philosophy" is not to write sets of arguments, but to offer dramatic presentations of philosophical activity. The activity is discursive, but its significance could depend wholly on logical features of the discourse only if truth and value were contained in the patterns of discourse itself, that is, if the question were already begged in the sophist's favour. Socrates stands accused of sophistry. To those who ground the accusation in a technical analysis he need make no reply, since the analysis founders on its own inadequacies. To the moral charge of living a corrupt and corrupting life he must reply, but can do so only by presenting an "image" of his life for public inspection: his credentials cannot be discursively "proved". The philosopher inhabits the gulf between words and things, yet his art expresses itself in words. Rosen's Plato uses words to conjure up the vision of a bridge, but they cannot be used to build one.

Andrew Barker

Dr Barker is lecturer in philosophy at the University of Warwick.

The secret of Hegel

In the Spirit of Hegel: a study of G. F. W. Hegel's *Phenomenology of Spirit* by Robert C. Solomon
Oxford University Press, £25.00
ISBN 0 19 503169 5

It is a curious feature of commentaries on Hegel that they run to great length; Professor Solomon's book has over six hundred pages, and hence is liable to daunt all but the most enthusiastic Hegelian. This is a pity, for it has many virtues.

The book really comes alive when — after descriptions of Hegel's philosophical context — Solomon begins his detailed and lively philosophical discussion of the text of the *Phenomenology*. Solomon's Hegel is not the abstract idealist of popular mythology; his aim is to show how the apparently abstract arguments of this dense and obscure text are often the result of a wrestling with the arguments of previous philosophers. Solomon remarks at one point that to understand Hegel "one does not need an elaborate and ultimately implausible idealist metaphysics".

Here is a down-to-earth philosopher coming back home, after wandering through the fascinating but ultimately impossible visions of the great philosophers of the past, with their visions of other worlds more "real" than this one.

The value of the book lies in the detailed commentary, in the course of which Solomon manages to make sense of many of the transitions between one section and another which most previous commentators had found either obscure or completely arbitrary. However, he does not accept all that Hegel wrote, for he

finds the structure of the *Phenomenology* somewhat loose, and regards it as neither history nor logic, but "a way of perceiving the present, a myth". In other words an attempt to make sense of the situation in which Hegel and his contemporaries found themselves. To discover that meaning Hegel was compelled to examine both the arguments of previous philosophers and those of historical events which he thought to be of importance. His criticism of the theories was that they were incomplete, that they failed to provide, by their own standards, adequate solutions to the problems they aimed to solve. It is this which constitutes the core of the "dialectic", a pattern immanent in the historical movement of human thought, not something imposed on the facts by a philosopher.

Perhaps the most controversial of the conclusions occurs in the penultimate chapter, entitled "The Secret of Hegel", in direct reference to the title of the first English book on the German thinker, by J. H. Stirling (1865). Stirling, in common with most British commentators, took Hegel to be a Christian thinker. Solomon argues that, throughout his life, Hegel opposed Christianity, though for reasons of censorship he could not openly express his views. This is not to deny that Hegel had what could be called a religious attitude to life, but it was certainly not a Christian one.

In spite of its length, I have no doubt that this is the best commentary on the *Phenomenology of Spirit* in English — which is not to say that I agree with all of its conclusions. Its combination of philosophical arguments with exposition means that a detailed reading will not only help to get clear about Hegel but will also cast light on many contemporary controversies.

Anthony Manser

Anthony Manser is professor of philosophy at the University of Southampton.

where to go for more.

One example of their method must suffice. The Pythagoreans have always caused problems because of the contrast between Plato's reticence about them and the hero-worship and fantasy of later generations. Scholars have left Pythagoras himself only his belief in reincarnation and an interest in numerical ratios and *harmonia*. But in this edition there is a revaluation of his follower Philolaus, mentioned in Plato's *Phaedo*. Burkert has shown that the material attributed to him, formerly thought to be forged, is in fact genuine, and in contrast to his unphilosophical predecessors, he is seen reacting to the thought of the natural philosophers and Eleatics. The physical and associate of the Pythagoreans, Alcmaeon, however, has been shabbily treated. He was described by Zeller as the first physiologist, and Barnes attributed to him the first real argument for the immortality of the soul. In the first edition he had a chapter to himself, but now there are only scattered references to him.

Pamela M. Huby

Pamela M. Huby is reader in philosophy at the University of Liverpool.

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A grip on reality

Meinong and the Principle of Independence: its place in Meinong's theory of objects and its significance in contemporary philosophical logic
by Karel Lambert

Cambridge University Press, £19.50 and £6.50

ISBN 0 521 25085 4 and 27199 1

Quine and Analytical Philosophy
by George D. Romanos

MIT Press, £15.30

ISBN 0 262 18110 X and 68038 6

Most analytic philosophers know of Meinong only that he defended some absurd ontological doctrines as a result of errors that were exposed by Russell and Quine. He wanted to understand the structure of our thought and experience, and to classify the kinds of 'objects' we think about; and he thought that the analysis of the structure of language was an important tool for this investigation.

Although historically he belongs with the founders of the phenomenological movement, it is surprising that some analytic philosophers found him a sympathetic figure. For Russell, however, he provided the prime example of someone who lacked a 'robust sense of reality'; his catalogue of objects included not only concrete existents and 'substantive' or abstract entities like numbers, but also objects that wholly lacked 'being', such as the round square and Pegasus. According to Russell and Quine, Meinong mistakenly supposed that the surface grammar of a sentence was a reliable guide to its logical structure; properly understood, the sentence 'The round square is round' is not a subject-predicate form and so contains no subject expression purporting to refer to an impossible object.

Quine has frequently defended what he takes to be an uncontroversial and commonplace claim: the only way in which our use of language commits us to objects of a particular kind is when we explicitly assert that there are such

objects. He also alleges that we can form no clear conceptions of merely possible objects, let alone of the impossible objects that Meinong recognized. Hence we can view Quine and Meinong as defending opposing views both of the techniques proper to philosophical analysis and of the sorts of objects that our linguistic practice forces us to recognize. As Karel Lambert suggests, a re-assessment of Meinong's position provides an opportunity to evaluate the views of the most influential American philosopher and logician of the postwar period.

Lambert focuses on just one of Meinong's theses, his 'principle of independence': whether an object exists or has being is independent of its nature. Lambert glosses this claim roughly as follows: from the premise that something has a certain property, it does not follow that it has being. We cannot infer from the fact that Pegasus is a horse that he has being. The promised juxtaposition of the views of Quine and Meinong does not really occur. There is no discussion of the views of language and analysis which prompt the Quinean response, and little consideration of the role of the principle of independence in Meinong's wider philosophical project. The book does provide useful discussions of different theories of predication and of the basis of free logic - the programme of constructing logics which treat inferences involving expressions which fail to refer to anything. Although Lambert claims that neither free logic nor theory of predication enforces acceptance or rejection of the principle, he defends it by claiming that it fits our normal inferential practice.

As Romanos's invaluable study makes clear, Quine's lack of sympathy with the work of both Meinong and Lambert goes much deeper than I have so far suggested. Some analytic philosophers have supposed that examining the logical structure of language provides a means of studying the reality which the language is used to represent. Logical positivists such as Carnap rejected this: we can have no conception of reality other than relative to particular linguistic frameworks. Our choice of framework is grounded not in the thought that it is a correct description of reality but in pragmatic considerations. In his doctrine of ontological relativity, Quine's grasp of the structure of a given linguistic framework is itself doubly relative, both to a background theory and to a scheme for translating that framework into the background theory. Choice of background theory

Mill and F. H. Bradley, all of whom are said to place altruistic concern for others at the centre of their ethics. Hume, with his naturalistic emphasis on our fellow-feelings for the joys and sorrows of others; Kant with his austere views about respect for persons; and Mill with his muddled notions concerning happiness - all these are represented as failures in their quest for an adequate justification of altruism. Bradley's emphasis on social relations - 'my station and its duties' - is praised for being on the right lines.

The question with which he is taken to have left his successors is: can one justify altruism only towards humanity as a whole?

In the final section, on 'Contemporary Theories' there are two rather lengthy chapters, on Marx and Freud. Each of them is represented as providing us with insights into human needs and with a critique of traditional individualistic ethics. There is a final chapter on such contemporary philosophers as C. H. Stevenson, R. M. Hare, G. J. Warnock and Philippa Foot.

The writing throughout is clear and pleasant to read. The factual information about each philosopher, so far as I am competent to judge, is accurate; and the explanatory comments are apposite and illuminating. The chapters on Marx and Freud will, I think, be of particular value because it is unusual to find this material so succinctly organized in introductions to moral philosophy. All told, the main body of this book has a great deal to commend it.

I think it a pity, however, that Richard Norman should have thought it necessary to begin his book with some adverse criticism - and it seems to me not altogether self-consistent remarks about contemporary moral philosophy, of the kind one would expect to read only in the more polemical sort of newspaper article. Norman's criticism draws the distinction between first order questions about



W. V. Quine

and translation manual is grounded not in the thought that it correctly describes the structure of the language, but on pragmatic grounds. There is no objective fact of the matter what the ontological assumptions of our discourse are. Our use of language is not grounded in an implicit grasp of an underlying structure of rules: we 'acquiesce' in our home language, using it unthinkingly without any grasp of semantic rules. Questions of structure and form arise only when we want to understand and one language in terms of another. Romanos illustrates with great clarity the force of Quine's critique of the 'analytic conception of language' and its bearing on the practices of analytic philosophers. The final chapters discuss how Tarski's work on truth enabled Quine to retain his grip on the nature of truth while repudiating the claim that language has a definite structure grounded in semantic rules.

This impressive book (which bears its subject's imprimatur) tells a convincing story which provides readers with a sense of the historical context of Quine's work and its structure as a whole. It is, perhaps, too uncritical and Romanos misses the opportunity to provide a much needed study of the relations between Quine's work and the *Philosophical Investigations* by interpreting Wittgenstein as simply another defender of the analytic conception of language. It does illustrate very clearly, however, how Quine seeks to repudiate the analytic conception of philosophy that Lambert adopts and finds at work in the writings of Meinong.

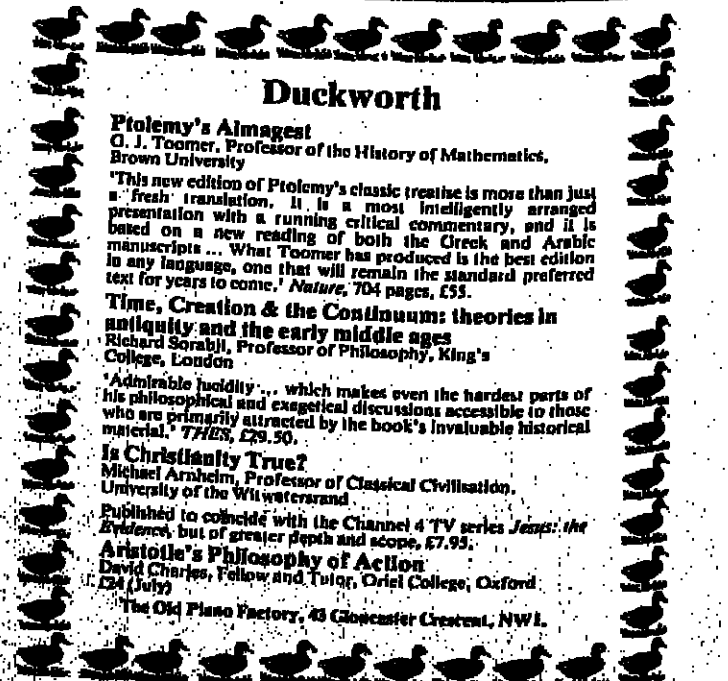
Christopher Hookway

Christopher Hookway is lecturer in philosophy at the University of Birmingham.

how we ought to live (substantive ethics) and second order questions about what we are doing when we talk about how we ought to live (meta-ethics) and he says that this distinction is 'a useful one'. But then he accuses analytical philosophers, who concern themselves with meta-ethics, of isolating the one kind of question from the other and thereby rendering moral philosophy - here come the inevitable adjectives - 'extremely arid and dissatisfying'. What I think he wishes to say is that it is just as intellectually respectable to think about the one kind of question as about the other; and that discussions as to which of them is really moral philosophy are silly. With this I would agree. But the two questions are nevertheless distinct from one another and it is a mistake to suppose that there

W. D. Hudson

Dr Hudson is reader in moral philosophy at the University of Essex.



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BOOKS

PHILOSOPHY

The values of secrecy

Secrets on the ethics of concealment and revelation
by Sissela Bok
Oxford University Press, £12.95
ISBN 0 19 217733 8

We have here a sequel to Sissela Bok's justly praised *Lying: moral choice in public and private life*. Like the earlier book, *Secrets* is an exploration of the moral complexity of a variety of human practices.

Bok's approach is to take a fairly small set of well-known and widely accepted ethical ideas - the importance of privacy, the good of knowledge, the principle of fidelity, the right to the information necessary to control one's life, and so on - and to trace their interplay and their articulation through the intricacy of situations as diverse as gossip, psychoanalysis, social science research, and the great issues of state and military secrecy brought to mind so clearly in the Sarah Tisdall case.

Inevitably, there is some overlap with the earlier work. It is impossible to discuss secrecy without talking about the disguise and dissimulation involved in keeping secrets and the deceit and dishonesty often necessary for their revelation. Again the Tisdall case is illustrative: the 'secrets' were themselves proposals on the Government's part to act covertly and perhaps deceptively; Tisdall's action was surreptitious, disloyal to her office, and a violation of her undertaking; *The Guardian* newspaper received her intelligence anonymously and so did not know whom it had a duty to protect; and so on. Through this sort of moral labyrinth, Sissela Bok's cool and precise analysis is an invaluable guide.

There are, of course, important

differences between secrecy and lying. Lies and deceit are usually wrong, sometimes necessary evils, but never in themselves good or morally desirable. A world without lies would certainly be a better world. But secrecy and the privacy that it helps to constitute have positive value for the human personality. Bok considers Sartre's hope that the day will come when secrets will be kept from no one 'since the subjective life, just as much as the objective, will be totally offered, given.' But she rejects this as a nightmare of universal transparency - a condition which would annihilate the uniqueness and what Durkheim called the 'sacredness' of the self. The trouble is, however, that, if secrecy is in some contexts a good, it is one of those goods that can easily corrupt itself into evil. Bok compares it in this respect with fire: 'both enhance and protect life, yet both can stifle, lay waste, spread out of all control.'

Can we say perhaps that secrecy, if it is a good, is good only for individual men and women - and never for societies, organizations and governments (which ought to be open and accountable to individuals)? Bok is not happy about going this far. Sometimes, she suggests, secrecy is a social value. She quotes a letter written to Ruth Benedict by a collaborator appalled by the anthropologist's revelation of sacred Indian ceremonies: 'Don't you understand the psychological value of secrecy at a certain level of culture? There are things that must not be brought into the light of day lest they wither and die like uprooted plants.' The implication appears to be that the social scientist's quest for knowledge and truth (and predictability and control?) must yield sometimes in the face of a society's need for the sacred and arcane.

Perhaps, though, there is an element of inverted chauvinism in the fact that we would never tolerate such a justification of secrecy for our society. Bok quite rightly rejects the doctrine of *arant imperi* in all its forms - that is, the idea that the mysteries of the art of government are esoteric and to be kept beyond the competence of the ordinary subject. On Bok's view, secrecy in government is guilty till proved innocent; she aligns herself firmly with Woodrow Wilson's declaration, 'We believe it a fair presumption that

secretary means impropriety,' and with Bentham's view that: 'Secrecy, being an instrument of conspiracy, ought never to be the system of a regular government.' But she is sensitive to the psychological attractions as well as the dangers of state secrecy. (Lord Snow, writing of 'the euphoria of secrecy' surrounding planning and strategy in the Second World War, observed, 'It takes a very strong head to keep secrets for years and not go slightly mad,' and added later, 'It isn't wise to be advised by anyone slightly mad'.)

Bok's method in this book is deceptively even-handed. Throughout she appears to be doing little more than reviewing the arguments for and against the practices of secrecy and intrusion that she is discussing. But one becomes aware eventually of being pushed towards surprisingly strict and clear conclusions. Gossip about the intimate lives of others is wrong, she says, because it involves 'I know that a secret for it's whispered everywhere' being evidence of its debasement of the currency of privacy and candour. The pressures for confession and revelation in analysis are often bogus, and the allegation of self-deception is as often an attack on the integrity of self as therapy for its weaknesses. Secrecy in government, in administration and in the military is not only presumptively wrong, it is usually self-defeating even in terms of the purposes for which it is justified. Social scientists cannot justify deceitful and invasive research by appealing to the good of knowledge they obtain; the inhuman insensitivity betrayed by such methods is as likely to corrupt the investigator and distort his findings and to outrage the subjects of such inquiry when they discover how they have been tricked. And so on.

Like all good books on ethics, then, *Secrets* is clear, perceptive and uncomfortable. As such, it is a worthy successor to *Lying*. It is too much to hope that a book called *Fidelity* will appear before too long, to complete an impressive trilogy?

Jeremy Waldron

Jeremy Waldron is lecturer in political theory at the University of Edinburgh.

Explaining action

Philosophical Papers
by G. H. von Wright
Volume one: Practical Reason
Blackwell, £15.00
ISBN 0 631 13315 1
Volume two: Philosophical Logic
Blackwell, £15.00
ISBN 0 631 13316 X

These two volumes contain 17 of the papers von Wright has published since 1960, together with a very long new essay which gives an extended account of his current views on deontic logic (that is, the logical study of obligation concepts). This is a third volume of papers promised, under the title *Truth, Knowledge and Modality* and what is in effect a fourth volume, *Wittgenstein*, has already appeared.

Von Wright is known to every philosopher as one of the editors of Wittgenstein's *Nachlass*. Yet, of those who were close to Wittgenstein, von Wright seems - on the evidence of his many books as well as these papers - to have been among the least influenced in either philosophical style or character by Wittgenstein's doctrine. (Wittgenstein was once asked by K. E. Tansley why he had resigned his Cambridge chair, and replied 'Because there are only two or three of my students about whom I can say, I do not know I have done them any harm'; and when Tansley went on to ask whether von Wright was one of them Wittgenstein's answer was 'Yes'.)

There is, admittedly, one important strand of von Wright's thought which does align him with a distinctively 'Wittgensteinian' position, namely his insistence that the explanation of human action by reference to the desires and beliefs of agents is not a species of causal explanation. But even here von Wright's thinking seems to have been shaped not by Wittgenstein himself so much as by the later writings of Charles Taylor and G. E. M. Anscombe - and, perhaps equally importantly, by the much earlier de-

bate in the social sciences initiated by those such as Wilhelm Dilthey who postulated a methodological dichotomy between *Erklären* and *Verstehen*, between scientific explanation and human understanding.

Von Wright's independence of thought and cool, direct style are rather attractive; and they perhaps betoken the importance of some rather different influences from his time in Cambridge, namely G. E. Moore and C. D. Broad. Indeed - quite unlike others closely associated with Wittgenstein, such as Norman Malcolm or Rush Rhees - von Wright can be seen without much strain as still belonging to that mainstream tradition of analytical philosophy of which Moore and Broad were part.

The papers collected in *Practical Reason* range over a number of topics which von Wright has also discussed in his books - practical inference and its relation to the explanation and understanding of action, the foundation of norms, and deontic logic. It seems to me that the papers in the first group are the most interesting: for the idea that in explaining action we are in some sense reconstructing the agent's practical reasoning is suggestive and plausible. And while this idea is hardly unique to von Wright, he has made some notable contributions towards its exploration. By contrast, the two recent essays - on deontic logic (which taken together form over half the book) are rather bleak and uninspiring.

Von Wright can lay claim, for whatever it is worth, to having been the main progenitor of deontic logic. And since his seminal paper published in 1951, he has repeatedly returned to this area with both new formal suggestions for deontic logical systems and new ideas about the proper philosophical interpretation of such systems. Obviously the most fundamental philosophical issue here is whether a deontic logic is possible at all. If, as von Wright maintains, prescriptive norms are not the sort of thing that can be true or false, then they cannot stand in truth-preserving inferential relations; and given that logic is the study of precisely such relations, it follows that there can be no logical study of norms. Von Wright suggests that it is

the virtue of his newly published essay 'Norms, truth and logic' that it should at last allay doubts about 'advancing with the instruments of logic beyond the frontiers of truth and falsehood'.

I think, however, that the reluctance shown by most philosophers to taking deontic logic seriously has not been grounded in principled doubts about the very possibility of such a study, so much as in their recognition of the dispiriting fact that 'the instruments of logic' just don't seem to have revealed anything at all illuminating about the troublesome notion of obligation. This contrasts markedly with the situation in modal logic, for example, where the interplay between formal studies and the philosophical reflection about necessity has proved richly fruitful. In the preface to *Practical Reason*, von Wright says that he regards his 'passage through the wilderness of deontic logic as terminated'; but I am afraid that following his stony path did not lead this reader to any vision of the Promised Land!

Still, despite such misgivings, the first volume of von Wright's papers is worth having. The essays in *Philosophical Logic*, on the other hand, are mostly about twenty years old, and only one has been written during the past decade. A great deal of work has since been done on the logical paradoxes, on confirmation theory and subjective probability, and on tense logic: so this second volume of papers really appears some ten years too late to be of very much moment.

Peter Smith

Peter Smith is lecturer in philosophy at the University College of Wales, Aberystwyth.

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